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Saturday Review

FEBRUARY 17, 1962 / 25¢

EDUCATION

IS PROGRESSIVE EDUCATION OBSOLETE?

By William Van Til

THE CARE AND FEEDING OF SUPERINTENDENTS

By Harold Howe

TOO MANY PEOPLE IN THE WORLD?

A debate between E. K. Fedorov and Harrison Brown

COLLEGE PLACE WASH
608 SE 5TH
MRS ELLA B GROVES

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Finchingfield in Essex—the county that inspired so many Constable landscapes.

How to tour Britain for $100 a week—without skimping

Prices in Britain are amazingly low. Look them over before you plan your next vacation. If impressed, see your travel agent. And send for free travel brochures (see below).

MANY AMERICANS are surprised to find that you can have the time of your life in Britain on $100 a week.

It's anything but a skimpy vacation. Most prices in Britain happen to be lower than in the U.S. For instance:

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42 cents buys a Scotch and soda; 9 cents, a half-pint of ale.

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7 cents is all you pay to visit the Royal Botanic Gardens at Kew. Over four hundred British castles and mansions are open. Average price: 35 cents.

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3 nights in London (including breakfast)	$18.00
11 nights in country inns (including breakfast)	41.25
14 lunches with half-pint of ale	15.26
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Car hire, one week (800 miles)	50.00
Sightseeing	4.00
3 nights at the theatre	7.20
Incidentals	18.00
TOTAL	$199.19

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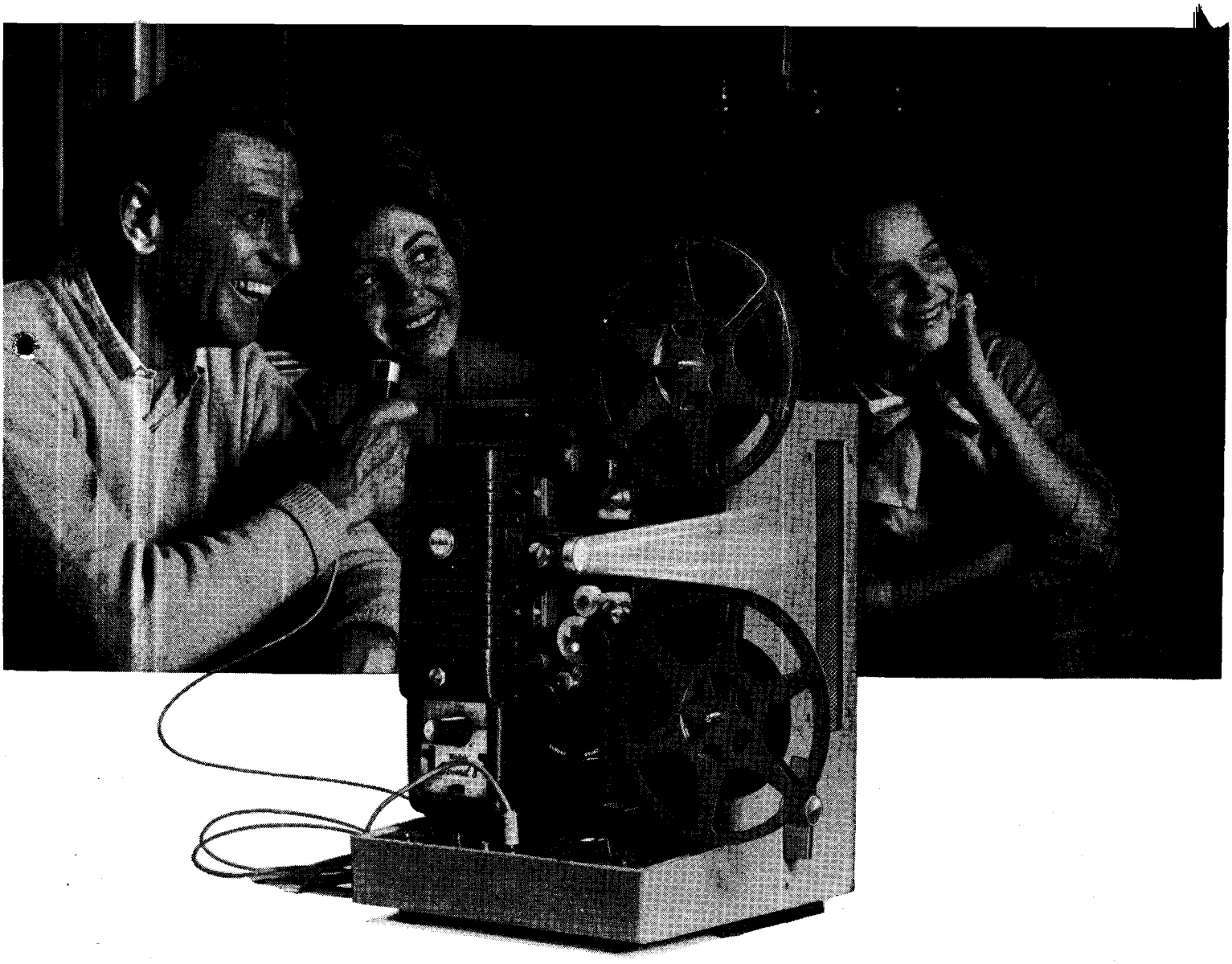

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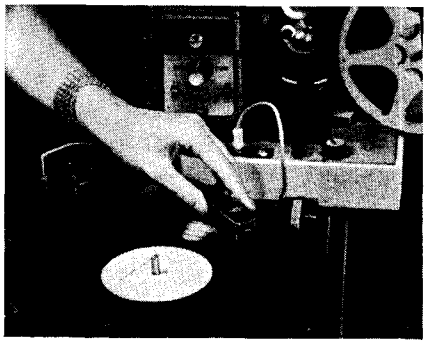

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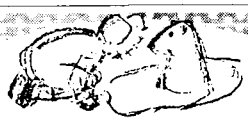

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We work best because we work together

People who work together make products that work together.

Take the CALL DIRECTOR telephone for example. To the left is one of the blueprints for this telephone, prepared by an engineer from Bell Telephone Laboratories. In the center is a step in production at Western Electric's Indianapolis Works. At the right, a Bell Telephone company installer prepares a CALL DIRECTOR telephone for service in an insurance office in Omaha.

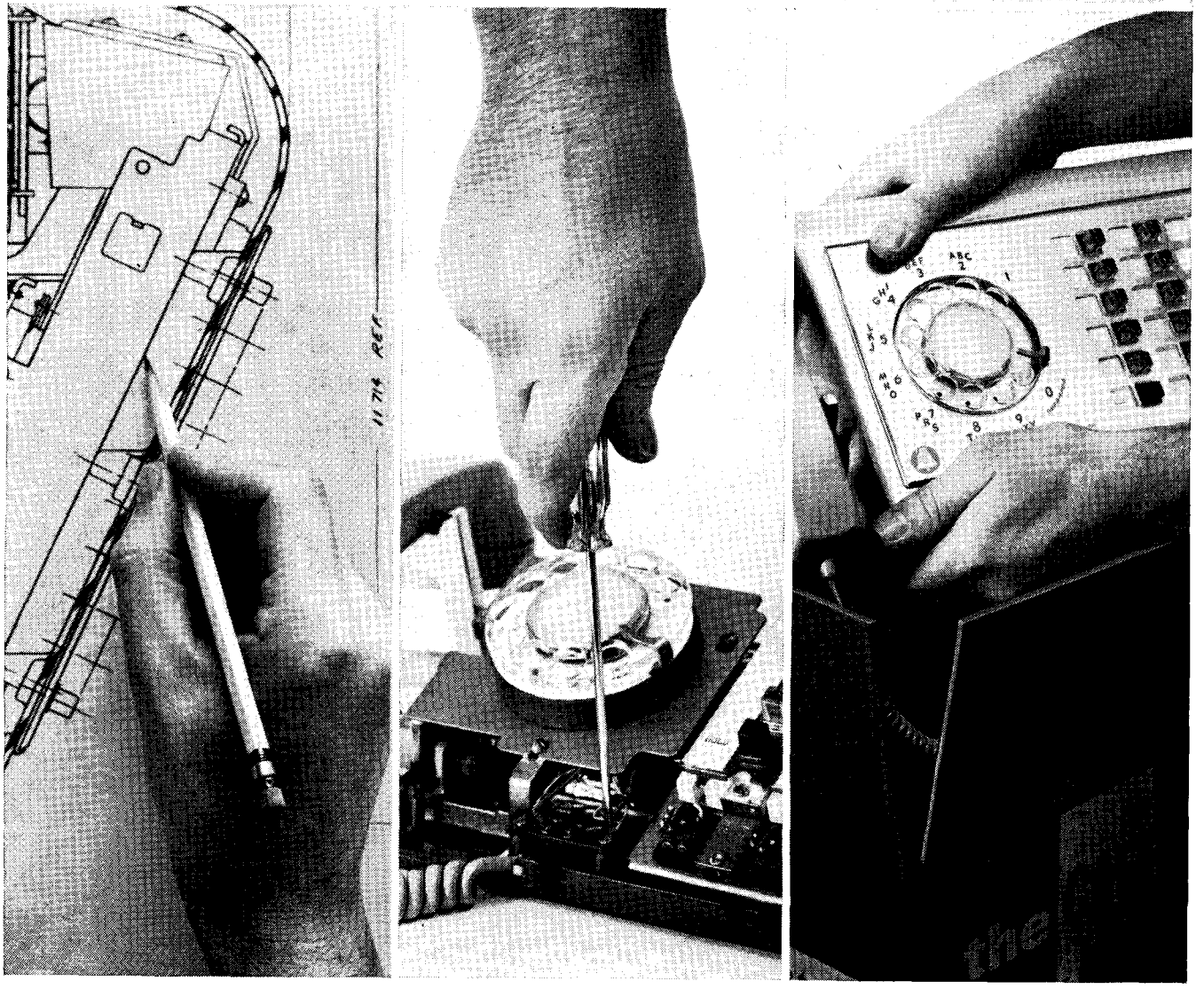
That would seem to make three separate jobs.

Actually from blueprint to installed equipment, the three members of the Bell System have worked together on just *one* job: each helps provide the most reliable, most flexible, most versatile telephone service in the world.

Bell Laboratories conceives and develops the products we make. Western Electric manufactures them to the Bell System's high-quality standards at reasonable cost. Bell Telephone companies operate them to bring you communications service so reliable you take it for granted.

The responsibility shared by the three members of the Bell System for better telephone service is the force behind innovations which have brought Americans the finest — and the most — communications anywhere.

We work best because we work together.



Western Electric

MANUFACTURING AND SUPPLY UNIT OF THE BELL SYSTEM

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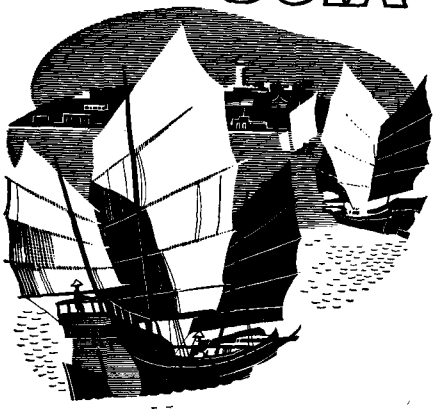

Do you prefer Hue, ancient Imperial City of Vietnam on the Perfume River, to India's historical, templed Puri? The Guia Lighthouse in tiny Macau, teeming Singapore, or Taichung in Taiwan, where art treasures of unimaginable beauty can be seen? Whichever you like, wherever you go in the Pacific, you'll find a world where wonders never cease. Children sing turtles and sharks to shore in Vaitoga Village in Samoa. Native life is untouched by the Western world in Les Iles sous le vent, near Tahiti. There's life you've never known before, in the Pacific.

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Edited by Martin Levin

TARZAN AND JANE

SOME of the DAR ladies took time out from their fight against the United Nations and fluoridation to demand the elimination of the Tarzan books from the libraries. The DAR suspects Tarzan and Jane are living together without benefit of clergy, openly and happily if athletically.

But as with fluoridation, the ladies are wrong. Jane and Tarzan were indeed married by Edgar Rice Burroughs in the second Tarzan book and sometime later Boy floated down from an airplane, which solved the obstacle of illegitimacy and at the same time gave Boy an advantage in not being related to Jane and Tarzan and therefore not as neurotic as they.

As for Cheetah, he is a confirmed bachelor but admits to being a monkey's uncle. —HARRY GOLDEN.

• • •

EXOTICA AMERICANA

IN my searches for the exotic and unusual, absolutely no heirloom cookbook from the Lesser Antilles, or the Roman Empire during the time of the Caesars can equal the never-never land of exotica existing in good old American (as American as popcorn and tuna fish casserole) women's magazines.

I have what is considered by most a strong stomach. My husband ungraciously likens it to a concrete mixer and says that in the great universality of my taste there is no discrimination, only the simple willingness to eat that which will not eat me first. Whereas this may be somewhat of an exaggeration, I can and do eat strong foods (garlic, raw onions, salami), spicy food (curries, piccalilli, chutney), rich foods (seven-layer chocolate rum tortes with whipped cream), and hot foods including a type of Mexican pepper sauce that could take the paint right off a table top. All these I simply lap up like *crème brûlée*, but I confess that I frequently break out in a cold sweat and my gastronomic imagination absolutely boggles at some of the wonders I find between the innocent covers of women's magazines.

Take this one, for instance, which I have selected at random. Only the brands have been omitted to protect the innocent.

Put It On

It is a sort of deviled ham shortcake if I understand correctly. You cook pancakes in a normal manner, spread thick layers of deviled ham between them and stack up like a layer cake. Then (steel yourself, this is a real killer) you pour sweet, cornstarch-thickened orange juice over the whole mess. "Sure to knock the frost off snappy fall days," the ad promises, and frankly I can believe it.

There is another example which has remained stubbornly in my consciousness. It is a sunny pink and yellow photograph of two apple-cheeked little girls positively in transports at the prospect of having oatmeal milkshakes! It seems that you make the oatmeal rather thin, then make even thinner with milk, then flavor with chocolate syrup or strawberry jam or presumably any kind of goodies you have stashed in the cupboard including red-hot candies or gooseberry preserves. (Serve it hot or cold in tall glasses.)

Now I don't know whether this was just a posed picture or what, but frankly I think it is asking an awful lot of a couple of innocent kids. I'd call it cruel and unusual treatment.

And that goes for the dry cereal with a big dollop of pistachio ice cream in the middle, and ketchup apple pie (serve it warm with a generous scoop of cottage cheese).

But perhaps I am being ungenerous and hypercritical. You have to admire the courage it takes to cast off culinary convention and explore, experiment, dare to break taboos . . . see new relationships! But even this courage seems a pale thing compared to the courage it must take to eat it.

—KAY HAUGAARD.

• • •

PRO BONO PUBLICO

(Being the testimony of Miss Rosie La Rue before the Federal Commission investigating burlesque. With apologies to some recent testimony offered at the FCC hearings into the TV industry.)

CHAIRMAN: Please give your name and occupation.

ROSIE: Rosie La Rue, exotic dancer.

CHAIRMAN: Is it true, as claimed, that you have engaged in suggestive performances of questionable taste?

ROSIE: Well, it's more like family enter-

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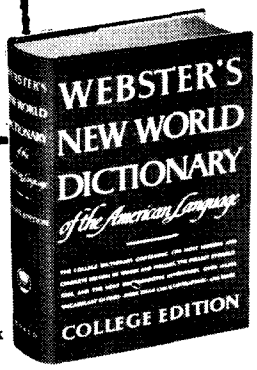

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tainment, Judge—I mean Commissioner. Besides, I don't have no control over my programming. Like I go where I'm booked and I do the kind of show the managers want. *I*, personally, would like to play Shakespeare. But that's not what my public wants.

CHAIRMAN: How do you know what your public wants?

ROSIE: Surveys, like in every other business. In Youngstown, Ohio, we took this public opinion sample, see. And out of fourteen polled, 96 per cent said they would rather see me strip than go to a Burton Holmes lecture. You can't fight statistics like that. . . .

CHAIRMAN: Where was this opinion sample taken?

ROSIE: It was taken at intermission time at the burlesque house.

CHAIRMAN: Hm. Don't you think your performance might tend to influence the young and impressionable?

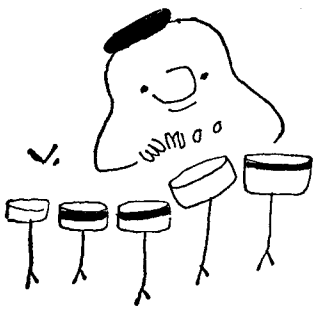
ROSIE: No I don't. I have taken off my clothes in every major city in the United States, and there is no more stripping going on now than when I started in the business. Besides, the theatre producers and myself have been introducing our own campaign into the burlesque houses to raise the public taste.

CHAIRMAN: Could you explain?

ROSIE: Certainly. Every burlesque candy butcher in the houses where I work is now selling a line of quality paperbacks along with the Hershey bars and the illustrated programs. Arnold Toynbee, Albert Schweitzer, Martin Buber—all these authors are now available to the burlesque public. It is by such methods that private enterprise can gradually raise the public taste. Any outside supervision would smack of censorship and fascism. And besides—there is a certain educational value in my act itself. Could I . . . ?

CHAIRMAN: Of course.

(*A courtroom attendant puts a record of "Pretty Baby" on the gramophone, while the commission subjects the evidence to pitiless scrutiny. Further hearings will be held at 11:00 for the balance of this week, with an extra matinee on Saturday.*) —M.L.



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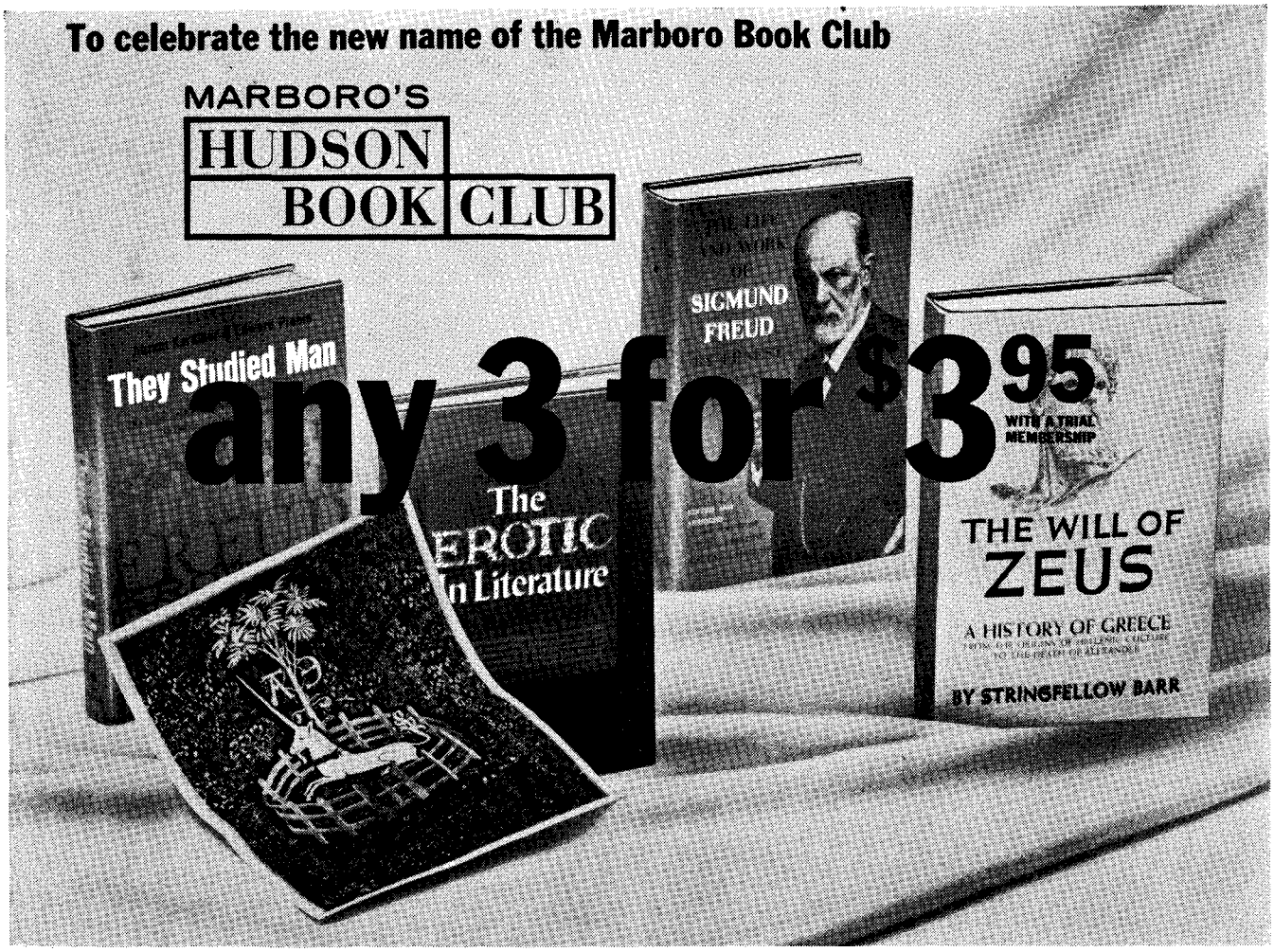

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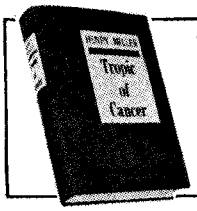

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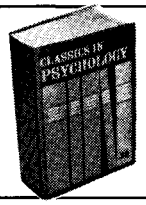

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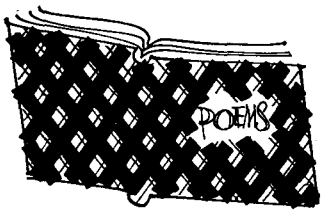
TRADE Winds

ALLAN KALMUS, of New York, takes note of the new collection of poems by Hugh MacDiarmid (described as the greatest Scottish poet since Burns) by wondering if the huge, 498-page book being issued by Macmillan wasn't inspired by a kilt complex. "I don't suppose," he adds, "that the fact that



many of them are written in free verse has anything to do with the author's being a Scotchman."

IRVING GITLIN, the television producer, has inspired an equally atrocious pun. Gitlin's documentaries (such as the recent NBC-TV White Paper series) have brought him many awards, both when he was with CBS-TV, and now at NBC-TV.

"All these awards," said Fred Freed, one of his associates, "have simply brought a plaque on both his houses."

TONY GIBBS, at Doubleday, reveals another pun, this one offered unconsciously by an aspiring author. In a note accompanying a manuscript, the neophyte writer said: "Please write soon and tell me what you think of my navel. . . ."

WE RECEIVED a publicity release from Pete Lemay of Knopf, with the carefully prined heading "News of Borzoi Books," but beyond that the page was absolutely blank.

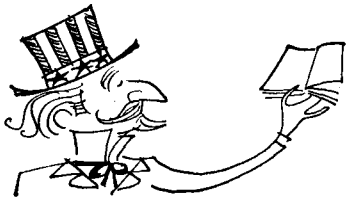
"I can't explain it," Pete told us, "except that it might have been news about Robert Nicolson's novel 'The Whisperers.' Either that, or the release was written in blank verse."

AND TO CONCLUDE our atrocious pun department for the day, we'll pass along one that came our way from Frank J. Pepe: "I've noticed those psychiatrists who like to think Jung are always prescribing Pepsi-Cola."

OXFORD UNIVERSITY PRESS, has just brought out what might well be the heaviest paperbound edition offered in this soaring market. The edition includes the first three volumes of Arnold J. Toynbee's "A Study of History." When the whole set of ten paperback volumes is completed, the cost will be approximately $30, probably a record price for a paperback set, but a smidgen compared with the $85 cost of the clothbound set.

Meanwhile, paperbacks are booming. A million American buyers a day walk home with new paperbacks, and the number of titles in print has jumped from 6,500 a year and a half ago to 13,900 by the end of 1961.

AN INFURIATED *Baltimore Post* reader wrote the editor to say: "I have just read 'Franny and Zooey,' now a best-seller. It is plain, unintelligible trash. I think anyone who could write such drivel should not be the press secretary for the President."



ONE OF THE BIGGEST paperback publishers, of course, is the U.S. Government Printing Office. Anyone can join its mailing list for the price of a postage stamp, and keep up-to-date on some lively bargains. Recent publications include "Blueprint Reading and Sketching," for a dollar; "What to Do When Your Freezer Stops," for a mere nickel; "How to Prevent and Remove Mildew," for a dime; "Basic Fish Cooking," for a quarter, to name just a few of them.

ONE OF THE MOST pleasant ways of having a cocktail is to join Emlyn Williams for one. This we did recently, right after he had received the news that his "early autobiography" had just been chosen as the Book-of-the-Month Club choice for May. Advance reports have it that the book is one of the most disarming to come along in many a literary moon. The title is "George," which happens to be Mr. Williams's first name.

"It all started," Mr. Williams told us, "when I tried to do a preface for a collection of my plays. Prefaces are something I've always dreaded, but the first thing you know I was beginning to enjoy doing one. What's more strange is that I've never been keen about delving into the past. I plunged ahead anyway, and before I knew it, I had far

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(For tour information . . . see page opposite)

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too many words on paper, and I had to cut about a third of them."

Cutting is an old story to Mr. Williams, who charges himself five cents a word in his plays if he finds them superfluous. All of his plays, which include "The Corn Is Green" and "Night Must Fall," show a sharp, lucid economy of words.

"In revising 'George,'" Mr. Williams went on, "I constantly found I was using a lot of pet phrases that almost jumped off the page and bit me. There's nothing worse than a pet phrase that keeps echoing itself throughout a manuscript. I think it's a form of egotism, an attempt to be smug, in a way. I found I had written 'not unpleasant' many times. I winced at the number of 'oddly enoughs' I had used. Or things like 'a little disconcerting.' They were all symptoms that made it clear I was trying to show off. I even found I was using the word 'gravid,' instead of ripe, or full, which are much cleaner, straightforward words."

"George" was originally scheduled by Random House for November, 1961, then was postponed until February of this year, and now again put off in honor of the Book-of-the-Month choice.

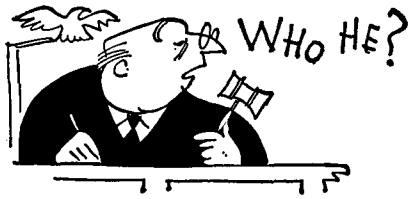
"This is the most pleasant kind of procrastination I can think of," said Mr. Williams.

While he's waiting, he'll spend some time in the Bahamas, and think over his next project, which is unannounced. His plays continue in constant circulation, and he's just received word from his twenty-three-year old son that he's been hired to play the same part in "The Corn Is Green" for a South African production this winter.

"There was only one catch," Mr. Williams said. "The manager of the company mentioned to my son that the reason he couldn't pay higher wages was because the author was charging such a stiff royalty!"

ART BUCHWALD, who has been a European columnist for American papers for more than a decade and whose latest book is characteristically titled "How Much Is That In Dollars?" (World), recently brought his family to the U.S. for the first time. His eight-year-old son, Joel, is fascinated by, of all things, TV commercials. The other day Joel ran to tell his mother that they were showing how to clean a muddy floor, take stubborn spots out of things, wash a greasy pan, etc., and she'd better come and watch. The reason: French TV has no commercials.

A STORY IS making the rounds these days about some scientists who designed an English-to-Russian translating machine. To test the device, they fed it the sentence "The spirit is willing but the flesh is weak." Back came the translation: "The liquor is good but the food is lousy."



DOWN IN PHILADELPHIA, one of the many court cases involves Grove Press's edition of Henry Miller's "Tropic of Cancer" was taking place, and the name of Thoreau was brought up in the testimony.

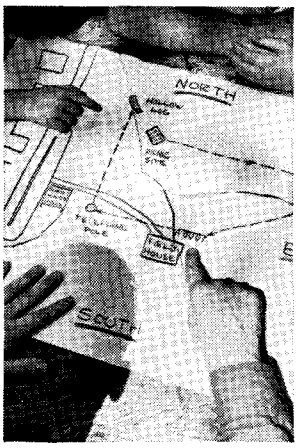
"Pardon me," said the judge from the bench, "but how do you spell that?"

—JOHN G. FULLER.

SOLUTION OF LAST WEEK'S KINGSLEY DOUBLE-CROSTIC (No. 1454)

C. M. TURNBULL:
THE FOREST PEOPLE

Kondabate decorated herself more than any other Pygmy girl I have known. She had elaborate patterns cicatrized on her stomach, and her teeth were filed to sharp points. When she smiled or laughed, as she frequently did, she looked just a little dangerous.



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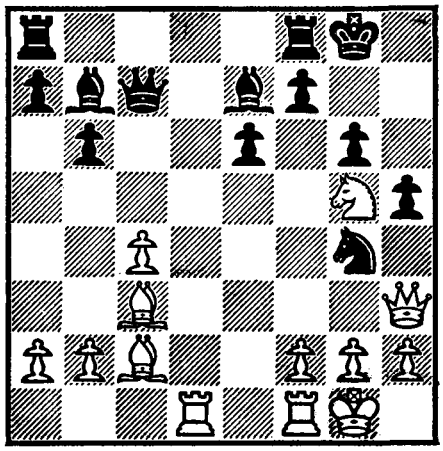
Chess Corner—No. 66

ALIBIS for losing a chess game are so common that the wily British master Burn once proclaimed, "I never beat a healthy man." Be that as it may, a new one has been added which for sheer force relegates all the rest to limbo. "I am in love," said Lisa Lane, American women's champion, as she lost two and defaulted the rest of the games in the reserve tournament of the Hastings Christmas Congress. This simple statement suggests something about the approach of the genders to the playing of chess. The male ordinarily relies on icy logic; the female, on the other hand, is inclined to be governed by emotion. Of all lady chess players, only one stands out as having played a man-sized game. She is the late Vera Menchik Stephenson, after whom the mythical Menchik Club was named. This organization boasts a membership of grand masters whom she defeated, among whom are included the giants of chessdom, such as ex-world champion Euwe and Sammy Reshevsky. Vera Menchik Stephenson was killed by a buzz bomb in London during the last war. Below is a dramatic illustration of her style.

QUEEN'S GAMBIT DECLINED

	Vera Menchik White		Sonya Graf Black
1	P-QB4	P-K3	
2	N-QB3	P-Q4	
3	P-Q4	N-KB3	
4	N-B3	QN-Q2	
5	P-K3	P-B3	
6	B-Q3	B-K2	
7	O-O	O-O	
8	P-K4	PxKP	
9	NxP	NxN	
10	BxN	N-B3	
11	B-B2	P-B4	
12	PxP	Q-R4	
13	B-K3	BxP	
14	B-Q2	Q-B2	
15	B-B3	B-K2	
16	Q-K2	P-QN3	
17	N-N5!	P-N3	
18	Q-B3	B-N2	
19	Q-R3	P-KR4	
20	QR-Q1	N-N5	



The game has been played reasonably well up to this point even by male standards, with Black making no blatant blunders. But surprisingly, it is over.

21 R-Q7! Resigns

If 21 . . . QxR 22 QxP forces checkmate. If Queen doesn't capture Rook, Black wins a piece. —AL HOROWITZ.

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SPANISH IS DANDY
BUT
QUECHUA IS QUICKER

Ordinarily our Berlitz reports are accompanied by a cleverly conceived bit of cartoonery which prominently features an owlish, bespectacled, mortarboarded little chap, recognizable to the cognoscenti as: "The Man From Berlitz." In the above illustration "TMFB" is nowhere to be seen. We feel that an explanation is necessary.

There came to Berlitz in Boston one day, a Professor of Archeology, a practical man who knew where to find a practical solution to his language problem. He was about to leave for the Andean Plateau of Peru and felt that a working knowledge of Spanish would be helpful in dealing with the local citizenry. Berlitz pointed out that Spanish was the language spoken to tourists, llama buyers and archeologists. But, the language the Indians spoke among themselves was *Quechua* (KEH-chwah). The Professor was further assured that Berlitz could teach him to speak Quechua in the short time before his departure.

Our action now shifts to Peru. The Professor, as you can see from the above, is permitting himself a brief moment of un-professorial exuberance. He has just made a rare archeological discovery. How did it come about? . . . Earlier today he gathered his crew together and said to them the Quechuan equivalent of, "Any of you guys know any ruins around here that nobody's ever been to before?" The next thing he knew, the Professor was taken to the kind of ruins that most archeologists only see in their dreams. "This is fantastic!" the Professor exclaimed, "How come you never took anyone else here?" The Indians' reply was enough to gladden the heart of "The Man From Berlitz", all the way back in the United States (which is why he isn't in the picture). "Boss", the head Indian said, "nobody ever bothered to speak to us in our own language before."

The Professor later told Berlitz that these Indians were a proud people who were delighted to meet someone courteous and interested enough to speak to them in their native tongue. They showed their delight by guiding him to his archeological gold mine.

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Saturday Review
FEBRUARY 17, 1962

Too Many People

Brown

Fedorov

Three hundred years ago, the entire world's population was little larger than the present population of India. At the current rate of expansion—and barring nuclear war—six billion people will be fending for subsistence on this planet within forty years. Generally, American and European scientists are profoundly apprehensive about this development. Not so Soviet scientists. For example, the Secretary General of the USSR Academy of Sciences, E. K. Fedorov, recently made a startling statement about the world's capacity to sustain an almost indefinite population increase. The editors of *SR* have invited Academician Fedorov to present his views in these pages with the understanding that an accompanying statement would appear in the same issue by *SR*'s Editor-at-Large Harrison Brown, professor of biochemistry at the California Institute of Technology and the author of "The Challenge of Man's Future" and "The Next Hundred Years."

1. *"The Human Spirit Needs Space"*

By HARRISON BROWN

I AM happy to have this opportunity to write a commentary on the views expressed by my colleague, Academician Fedorov, with whom I have spent many pleasant hours discussing problems of international cooperation in science, as well as many of the points of conflict between our two nations. Professor Fedorov and I agree about many things. We also have a number of vigorous disagreements, in part because of differences which exist between the cultures of our respective countries.

In the discussions that have gone on in the United States for some years now, concerning problems of natural resources and population, Professor Fedorov would be classed as a "Cornucopian" – one who believes that science and technology can solve all of mankind's major problems – that whenever mankind is in deep trouble, science and technology will come to our rescue. Admittedly, Professor Fedorov is what I would call a "modified Cornucopian," for unlike many such persons in the United States, he (not surprisingly) believes that the Cornucopian dream can be fulfilled only if there is long-range planning by the state.

I agree with Professor Fedorov that we have only begun to realize the potentials of modern technology. Our energy resources are virtually unlimited. We can pipe water for thousands of miles. We can reclaim the waters of the sea and place vast new areas of the world under cultivation. Dwindling supplies of high-grade ore do not, in the long run, present a major problem for, if need be, we could mobilize our energy and our technology and extract all of the metals we need from ordinary rock. We will eventually learn to modify climate; we could, if we wished, melt the polar ice caps. In a few years men will be traveling to other planets. In principle we could develop machines which would produce all of the essentials of life, thus relieving most men and women of the necessity of doing any work whatsoever.

I, like Professor Fedorov, am a technological optimist. Where, then, do we disagree? First, I disagree vigorously with his stated views that it will be many millenia before population growth will become a problem of major proportions. Secondly, I disagree with his implied view that if only we were to produce enough material things, mankind's needs would be satisfied – that material possessions in themselves represent the meaning and purpose of human existence.

IN relation to population, I believe that the sooner it stops growing in most of the world, including the United States, the better off humanity will be. To be sure, one can visualize the technological means for providing the necessities of life for a population considerably greater than the three billion persons who now inhabit the earth. Certainly ten billion persons could be supported. I can even visualize the means for supporting 100 billion. Professor Fedorov might even go further and say that he can visualize the means for supporting 1,000 billion persons.

But I have never looked upon life as being a race with nature to determine how many persons can live in close proximity to each other. I have always looked upon the quality of hu-

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in the World?

man life as being of far greater importance than the quantity.

I do not know how Professor Fedorov visualizes the world of the future in which population continues to grow as rapidly as at present. How crowded would he be willing for the earth to be? If he visualizes a time when the land areas of the earth are covered with (in addition to people) asphalt and concrete, pipes and factories, blocks of flats such as those which are now being built in such large numbers in most cities in the Soviet Union, or the low-cost housing structures which have been built in such large numbers in the United States, then I want no part of it. If he visualizes the earth as a whole as being as crowded as modern Japan, I would like to be counted out. Human beings are not ants, and should not be asked or required to live like ants.

I believe that the human spirit needs space, the opportunity to commune alone with nature, and freedom from the tensions and restrictions which are almost necessarily associated with congestion. I believe that many persons in the Soviet Union would agree with this view. I have seen people crowding the beaches of Yalta and the Dnieper as densely as Americans crowd Coney Island. I have had the pleasure of spending a day at Professor Fedorov's lovely summer home, which is in the country outside of Moscow, surrounded by trees and in which he seeks quiet and peace, much as I seek it in my home, which, too, is fairly isolated. We both, apparently, enjoy our freedom to be away from crowds and the strains of city life.

In any event, I believe that Professor Fedorov would agree that at some point in time population growth must stop. We might argue as to where

(*Continued on page* 86)

2. *"We Have Only Begun to Mine Our Riches"*

By E. K. FEDOROV

PRIMEVAL MAN lived in bondage to nature. The early hunters, foraging for berries, fruits, and edible animals, did nothing to interfere with the course of natural processes or to upset nature's balances.

Later, however, as agriculture emerged as man's dominant activity, as he learned to cultivate and irrigate the land, his relationship to nature began a metamorphosis which is still going on today.

A complex and broad interaction between man and nature is characteristic of our epoch. Today, when technology has placed almost all the elements in the earth's crust at the disposal of industry, it is difficult to believe that at one period man was unaware of the value of iron ore, and that uranium was once discarded as waste in radium extraction.

Even so, a large portion of our surrounding nature still lies virgin and untapped. It presents a vast challenge to those who have discretion and skill.

Against this optimistic view, however, there are those—from Malthus on—whose concern about depletion of our oil, iron, coal, fresh water, and other resources has led them to the conclusion that human development lies in jeopardy. Some are already blaming certain shortages for some of society's present defects.

I recall the theory of the long-deceased curate only because his descendants now insist that the "bomb of overpopulation" constitutes a major, if not the principal threat to humanity.

If it is true that natural resources are finite, while human needs are infinite, why are they wrong? In the first place, we must remember that our principal concern is not with oil, coal, or other natural resources *per se*. Our primary concern is for the basic needs of human society: how they are being fulfilled, now and in the years ahead. Man's resourcefulness must not be discounted.

Take power, for example. Production and consumption of energy, both in absolute and per capita terms, are increasing. But, because the potential for energy production is increasing at a faster pace, it is my opinion that an excess rather than a shortage of energy may someday accumulate.

The utilization of existing sources of energy is becoming more efficient. For example, new methods of transforming heat energy into electric energy by means of fuel elements, magnetohydrodynamic (MHD) power sources, and heat elements are now being put into practice. They are proving far less complicated and more efficient than turbines.

Human muscle once provided man's only source of energy. Today, with atomic fuels, world power resources calculated on a per capita basis have vastly increased. Controlled thermonuclear reaction, for which immense supplies of raw materials are readily available, lies immediately ahead. There is also promise in the direct use of solar energy. Power from the tides and the currents of the seas may one day be harnessed.

If the utilization of power resources at man's disposal continues to grow at the present pace, a prodigious amount of heat may be generated on earth within the next 100 years. This will pose the problem of maintaining our planet's thermal balance by diverting large amounts of energy into space. However,

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we need not expect this problem to present insoluble difficulties if and when it arises.

What about food for our exploding population? The primitive hunter required large areas of land to support his meager requirements. Later, with the transition from hunting to farming, he needed less. As agriculture becomes more and more productive, each acre produces greater yields. This alone has created vast opportunities for a major expansion of the world population.

However, we have only begun to mine our riches. The oceans can be "farmed" extensively and productively. In addition to fish, huge quantities of biological raw materials—seaweed, small animals, and the like—can provide nutrition for many billions. Synthetic food production by means of chemistry opens another vast larder. It requires extremely small quantities of natural raw materials (such as oil and coal) and far less manpower than conventional agriculture. The time is remote, however, when synthetic food will be consumed by humans on a large scale. It will first be used for livestock feeding.

As I see it, the progress of science leads us to the point when any material may be derived from any other material. This would require but two elements: energy and a given amount of initial material.

What about the contemporary Malthusians who insist that the world population will soon multiply to the point where the earth will no longer be able to contain it? In my opinion, many millenia would have to pass before these fantastic prophecies came true. In the meantime it may be only a matter of several decades before we will be making systematic flights to other planets. In fact, it is more likely that Tsiolkovsky's vision will prove to be the correct one. He dreamed that the human race, in its quest for heat and light, would spread all over the solar system.

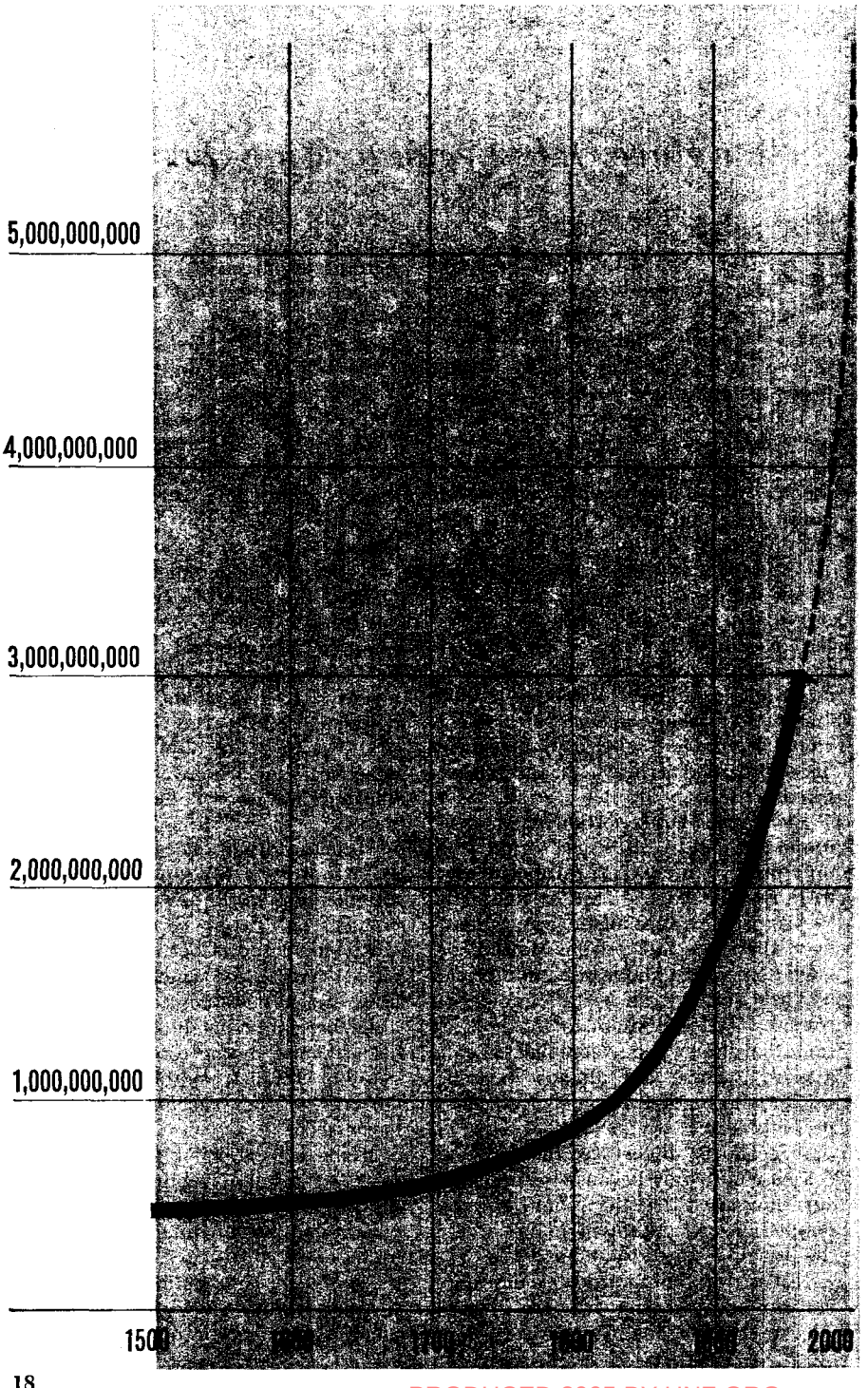
Does all this indicate that our natural resources are inexhaustible, and can be consumed profligately? Not at all. Natural resources are limited. Despite the fact that we know how to utilize them with ever-increasing and limitless efficiency, we must also make certain that they are properly used and reproduced.

HERE again, a clear trend emerges in the progress of human society. We have slowly advanced from the chaotic and unsystematic use of natural resources to rational planning. We have already learned to redistribute, to a considerable extent, the earth's fresh water supplies. In the USSR, for instance, the character of the Volga and Don rivers has been changed by means of immense reservoirs, canals, and irrigation systems. We plan eventually to regulate the level of the Caspian Sea. The most important step would consist in supplying additional water to the sea in order to compensate for increased evaporation from the surfaces of the newly created Volga reservoirs. One of the most practical would require changing the courses of the large northern rivers—the Pechora and Severnaya Dvina—in such a manner that a considerable portion of their waters would flow into the Volga Basin.

Other even more ambitious projects are under consideration, such as turning the flow of the Ob and Yenisei rivers in a southwesterly direction in order to irrigate the vast expanses of the Middle Asian deserts.

Forests, wildlife, and fresh water fish are carefully conserved in many countries. Isn't it time, however, to expand and implement these measures on a world-wide scale? Shouldn't we begin to study, for example, ways to strengthen the fishing industry in all oceans? A

World Population–Past and Projected



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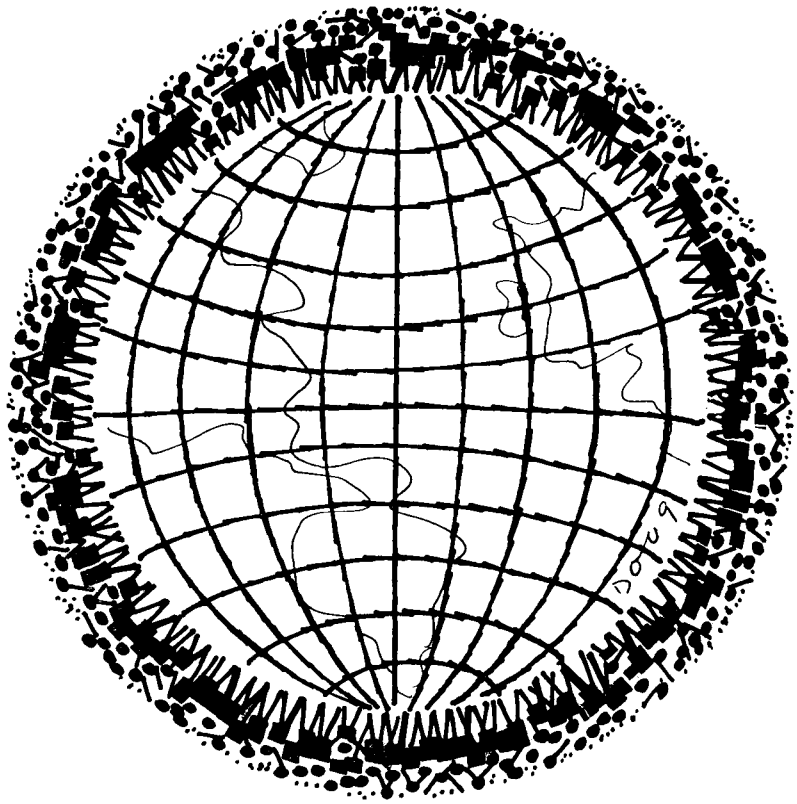
number of commerical fish now found in the northern seas could perfectly well spawn in the southern portion of the world ocean, but cannot cross the warm equatorial waters. Should we not help them in this endeavor? And shouldn't we harness the strength of sea currents to build powerful hydroelectric plants? Full utilization of the natural resources of the world ocean should be carried out methodically. This is one of those principal tasks which I do not consider beyond human capacity, nowdays. It is urgent. It is one of the paths of peaceful world-wide cooperation.

It is high time to put an end to infectious diseases, including malaria, cholera, and plague, which continue to destroy millions of lives in many areas. Nothing new needs to be invented or discovered; measures to combat these epidemics are well developed. Their wide use would save millions of lives.

What about famines—one of the inheritances of colonialism—which take a yearly toll of hundreds of thousands of lives? Measures to improve agriculture, the distribution of food, and other steps to eliminate famines can be worked out.

Great effort in scientific research is still required on cancer and many other unsolved problems. The concentrated efforts of leading scientists throughout the world could hasten the day when mankind is free of such scourges.



THE imagination of scientists directs them to even more distant goals. They dream of changing the unfavorable conditions on our planet, and of altering certain features of the climate. Those who think these are distant and even unattainable goals fail to take into account that we possess great directing powers, and can set in motion complex processes by the application of limited efforts. All living organisms, from protozoa to human beings, in the process of their long biological development, evolve channels of control. The same channels of control over chains of closely interrelated phenomena exist in natural processes.

Admittedly, the channels of control evolved in this field are not constant. They appear from time to time and disintegrate. But they do exist. Their skilful utilization promises great results. Certain aspects of the weather can now be controlled.

For example, to disperse a cloud, there is no need to expose it to heat to evaporate its burden of water. This process would require several million kilowatt-hours for each cubic kilometer of cloud. We now know that several hundred grams of solid carbon dioxide scattered in a supercooled cloud can transform it into a crystalline state. This artificial process uses energy already present in the cloud.

Although we have achieved only the most primitive success in transforming clouds, it has already led us to search for channels of climate control. Wouldn't it be possible, for instance, to warm up the Arctic? I cannot give a positive answer yet. However, many scientists believe that the ice mantle in the Arctic Ocean is unstable. Once destroyed, it might not reappear. The Arctic Ocean would be opened. Temperatures in this region would rise.

Premature conclusions about altering various climatic characteristics should be avoided until the enormous task of studying the complicated interrelations of climate-forming factors is completed. All of the possible aftereffects of such changes must be carefully scrutinized. For instance, a warmed-up Arctic might bring about a thaw in Greenland's glaciers which would, in turn, cause an undesirable rise in the water level of the oceans. Nevertheless, it is important to recognize that elemental phenomena, or at least some of them, can probably be controlled with comparatively little effort.

ISN'T this a field of human endeavor where close international cooperation could be established first of all? Together let us explore the elemental processes on a world-wide scale, and then conduct experiments of active interference.

The exploration of outer space looms as another great task requiring international cooperation. In probably no other area can technical progress develop so rapidly. A period of 400 long years lies between the small caravels of Columbus and the giant ocean liners of today, while only three years has elapsed between the launching of the first earth satellite, weighing only eighty kilograms, and the *Vostok,* which hurled Yuri Gagarin around the globe on his history-making space flight. Can there be any doubt that not in 400 years, but in just twenty or thirty years, our children will construct space

Mr. Fedorov has requested that the following statement be published in conjunction with his article:

"Prevention of war is now the main problem on which thoughts of world population are focused. This is precisely the reason why proposals concerning general and complete disarmament as the most effective means of promoting stable peace, persistently put forward by the Soviet government, receive an increasingly favorable response in all countries. Peaceful coexistence, economic competition with simultaneously growing cooperation, should replace the armaments race, Cold War, suspicions, and distrust. This is the next logical step because steps in other directions might lead to a catastrophic war. Nothing but this would help concentrate human efforts on tasks truly important for the progress of mankind." —E. K. FEDOROV.

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ships that will make the *Vostok* seem as primitive as the caravels of Columbus?

It seems to me that our present era resembles, in many respects, the Age of Discovery. During that time men learned about the existence of the continents and the people living on them. We now ridicule the naïve notions of the medieval scientists who said it was impossible for life to exist on the opposite side of the planet because people could not walk upside down. But won't others in our lifetime ridicule our present notions about the inhabitants of other planets? The probing and analysis of outer space will progress rapidly.

The discovery of new continents was often accompanied by colonialism. It was a brilliant and at the same time shameful epoch in the history of human society.

Those who now talk about the establishment of military bases on the moon seem to wish to revert to this disgraceful past. However, I do not believe that scientists are exploring outer space for military purposes. During the past 400 years man has become wiser. There certainly will be no military bases on the moon and no colonial wars on Mars and Venus.

THE exploration of outer space will yield other results. Wide horizons of the universe will open before the eyes of men. New knowledge about the structure of matter, and its transformation into radiation and vice versa, will unfold. We will learn about new and perhaps different forms of life within the universe. This immeasurable increase in man's knowledge will become a powerful incentive for the progress of mankind.

I should like to emphasize that opportunities for creative work, for improving life on earth, for influencing nature and transforming it for the benefit of mankind, not only continue to unfold but will increase. In creative endeavor the strength of all peoples multiplies.

It is unfortunate that we cannot now allocate the necessary energy and resources to the search for practical forms of peaceful cooperation among nations. There is wide gratification about the joint work accomplished under the International Geophysical Year program. But this is only the beginning.

What are the obstacles in our path? Above all, the dual threat of war and the Cold War, each with its side effects and aftereffects. Hence they must be eliminated—as soon as possible. I am anxious, as many of my colleagues undoubtedly are, to contribute to the solution of those tasks which lie within our reach, which are capable of solution, and which are truly worthy of man.

Modern American Classics

TWENTY YEARS, practically an entire generation, have passed since America's entry into World War II. Of the literary works by American writers published since 1941, which have already begun to attain the stature of modern classics? What books published during the last two decades deserve to be included in a college course in American literature? These are the questions I recently asked a group of instructors teaching American literature at a dozen colleges and universities in Southern California. Over thirty replied by listing the ten works they would want to include in such a course. The results of the poll are tallied below in two different ways—according to the works, and according to individual writers.—HENRY DAN PIPER, *associate professor of English, California Institute of Technology.*

The Writers	*Votes*
J. D. Salinger	18
Arthur Miller	17
William Faulkner*	11
Tennessee Williams	11
Saul Bellow	11
Ernest Hemingway	10
Robert Lowell	10
T. S. Eliot	9
Wallace Stevens	7
Robert Penn Warren	6
Richard Wilbur	6

The Books	*Votes*
Salinger, "The Catcher in the Rye," 1951	14
Miller, "Death of a Salesman," 1949	12
Ernest Hemingway, "The Old Man and the Sea," 1952	10
Williams, "A Streetcar Named Desire," 1947	8
Bellow, "The Adventures of Augie March," 1953	5
Robert Lowell, "Poems: 1938-49," 1950	5
T. S. Eliot, "Four Quartets," 1943	5
Wallace Stevens, "Collected Poems," 1954	5
Richard Wilbur. "Things of This World," 1956	5
Robert Penn Warren, "All the King's Men," 1946	5
William Styron, "Lie Down in Darkness," 1951	5

**No single work by Faulkner published since 1941 received enough votes to qualify for the book list.*

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Theseus Speaking, Man to Man

By GRANVILLE HICKS

MARY RENAULT's **"The Bull from the Sea"** (Pantheon, $4.95) continues and concludes the story of Theseus, which she began in "The King Must Die" (*SR*, July 12, 1958). Since the earlier book had many admirers, it may be well to say at the outset that the sequel is just as good and exactly of a piece with it.

"The King Must Die" ends with the suicide of Aigeus, father of Theseus, and "The Bull from the Sea" begins with Theseus's arrival in Athens and his assumption of the throne. From this point on, the legend is full of a multitude of diverse episodes: the battles Theseus fought to unify Attica, his raids all up and down the Mediterranean, his many affairs with women. Miss Renault simplifies. She selects certain of the early struggles to make something of, and then devotes a long and vivid section to Theseus's conquest of Hippolyta, Queen of the Amazons, and their life together. After the death of Hippolyta, although the passage of the years and the restless adventurings of Theseus are suggested, the novel moves rapidly to its climax.

Miss Renault handles the legend freely, omitting this episode and altering that in accordance with her interpretation of Theseus's character and her design for the novel; yet she is faithful to its essence. She is never quaintly archaic, but at the same time she avoids the danger of shoddy modernization. She reduces certain supernatural elements in the legend to rational terms: the golden fleece, the centaurs, the sirens. ("I have caught a siren," Theseus says, "and lived to tell.") On the other hand, Theseus's feeling for the supernatural, for the part that the gods play in human affairs, suffuses the novel.

Unlike many contemporary novelists, who may be in other ways more talented than she, Miss Renault has a notable gift for story telling. Each episode is given color and drama, and drives irresistibly ahead. The best is the story of Theseus and Hippolyta, from his first sight of her among her maidens to her death in battle at his side. After the excitement of the fight in which he triumphs over her comes the unabashed romanticism of the voyage back to Athens, and then we have their partnership, in bed and on the battlefield. Miss Renault keeps the emotional tone high until, as the Scythians besiege Athens and we know the end is near, the reader is held taut. The style is straightforward, but Miss Renault can make effective use of an Homeric epithet, and she can turn an effective phrase: "A lone ass hurled up his bray to heaven, as if all things that suffer had made him their spokesman to accuse the gods."

Although she is familiar with the findings of archeology, Miss Renault is not primarily interested in the precise re-creation of a time and a place. Nor does she use myth in the self-conscious fashion that has become popular since Freud and Joyce and Eliot. For her a legend is above all else a story, and her aim is to tell the story in such a way that it will hold the modern reader. We know, of course, how the story must come out, but she gives it such freshness and immediacy that she sweeps us along from incident to incident.

THIS means that, despite the intervening millennia, we are made to feel that we have something in common with Theseus. He belongs to a wilder, bolder, more heroic age than ours, and his feats are beyond us, but there are moments when he speaks to us as man to man. As death approaches, he speculates: "I thought of my life, the good and evil days; of the gods, and fate; how much of a man's life and of his soul they make for him, how much he makes for himself. . . . Fate and will, will and fate, like earth and sky bringing forth the grain together, and which the bread tastes of, no man knows." Earlier, on the eve of battle, Hippolyta has said to him, "Fate and Necessity are here; and like us, they are what they are." And before that Theseus has told their son, Hippolytus, "The laws of the gods are beyond our knowing. Men are only men."

The mystery of fate and will is emphasized in a passage describing the

ABOUT THE AUTHOR: Although for most readers the name of Mary Renault is identified with fiction dealing with Greek antiquity, she had already written half a dozen novels of contemporary life before "The Last of the Wine" was published in 1956.

Miss Renault (whose real name is Mary Challans) decided to become a writer at the age of eight, when she composed one chapter of a Western on the blank pages of a grocer's order book. After studying English literature at Oxford, she enrolled in a nurses' training course, mainly because she felt that "my experience of life was largely derived from other people's books." Her first novel, "Promise of Love," which appeared in 1939, was set in an English provincial hospital.

After the fall of Dunkirk in 1940, Mary Renault returned to nursing, but she continued to write in such spare time as her duties permitted her. "Return to Night," her fourth book, won the M-G-M novel award for 1946; and, while the story never saw film, it brought her a $150,000 cash prize. She then set out upon extensive travels, which eventually led to Greece and "The Last of the Wine."

"When you are actually in Greece," she wrote in 1958, "in that clear brilliant light, you get a feeling that the present tendency to interpret *every* Greek legend as some kind of symbolic myth is being pushed much too far." She was convinced that the legend of Theseus had its origin in actual events; and when she visited the ruins of Knossos and saw provocative traces of a unique and advanced civilization, she began to wonder "what it was like for a simple Bronze Age warrior to be confronted with this sophisticated metropolis." That imagined confrontation formed the basis of "The King Must Die."

Miss Renault now lives in South Africa, which she considers an ideal place for the historical novelist: "One can find preserved in it so many stages of human history, some so old as to be, like the coelacanth, almost living fossils."

—RUTH BROWN.

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death of Oedipus. Theseus, visiting Colonus, comes upon an old man being stoned by villagers. He rescues him, recognizes him as Oedipus, and talks with him. Oedipus tells him that in a sense he knew that the man he slew was or might be his father and that the woman he married was or might be his mother. What, then, is he to conclude about guilt and innocence? This speech, so different from what Sophocles wrote in "Oedipus at Colonus," can only have been introduced to show how unfathomable the problem of responsibility, of fate and will, is. Despite omens and portents and oracles, in which he has no lack of faith, Theseus lives, as we do, a life of uncertainty.

The historical novel must always link past and present in some such way if it is not to be a mere puppet play. Edwin Arlington Robinson makes Ben Jonson say that Shakespeare.

> out of his
> Miraculous inviolable increase
> Fills Ilion, Rome, or any town you like
> Of olden time with timeless English men.

We are more troubled by anachronisms in these days, and I would not recommend a Shakespearean carelessness to any historical novelist; but accuracy remains a minor virtue. In "The Last of the Wine," which portrays the great age of Athens, a time about which much is known, Miss Renault has shown that she can be as meticulous as the next one, but her knowledge and care would mean little if she did not have the kind of imagination that seizes on essentials. The age of Theseus lies beyond the bounds of history, and her imagination has only a few clues to guide it nevertheless; but it seems perfectly at home.

The historical novel is in disrepute these days, and naturally so after the sappy romances of the turn of the century and the sexy romances of more recent years. But "War and Peace" and "The Scarlet Letter" are historical novels. Shakespeare ransacked the past for themes for his plays. And in our own time Robert Graves, Alfred Duggan, H. F. M. Prescott, and others have shown how far above triviality the historical novel can be.

Mary Renault has written novels on contemporary themes, and the one I have read, "The Charioteer," is very good indeed; but she has won her reputation, at least in this country, by her novels of ancient Greece, and that reputation is deservedly high. I do not suggest that she is one of England's major novelists, but she is surely one of the most readable, and her work is informed by a fine intelligence as well as a grasping imagination.

IDEAS

Reflections in an Elegiac Mood

—Steri from Pix.

Francois Mauriac—"tantalizing hints."

"Cain, Where Is Your Brother?," by François Mauriac, *translated by Salvator Attanasio (Coward-McCann. 156 pp. $3.75), contemplates the spiritual, literary, and political influences on the author's life. Riley Hughes is associate professor of English at Georgetown University.*

By RILEY HUGHES

FROM his terrace at the Villa-Saint-Dominique, François Mauriac watched the children, brown as sandbanks, playing in the July sun. "I gaze upon and contemplate this perfect day, but they are living it." He saw before him, he tells us, the "conspiracy" of sun and sky predictably creating the illusion of happiness. In these thirty-one brief essays, some only a few paragraphs in length, M. Mauriac writes in the reflective and elegiac mood of one whom age places in the position of an observer, yet one whose committed life and remaining energies alike dispose him "to gather up the fragments of peace." He ponders his wartime and postwar years of intermingled private and public memories. He speaks with a serene detachment about himself; he considers with passion controlled by pity the recent past of "lacerated" France, a present without spiritual moorings, and a bleak future for which he must predict "the abominable unreason that is about to reign on earth."

It is the Mauriac of the novels and the Resistance who speaks, and to whom we are glad to listen. He has never been more than obliquely self-revelatory, even in his autobiographical writings; thus American admirers of his work, for whom his journalism of recent years is remote and without impact, will welcome the tantalizing hints these pages give of events in the novelist's exterior and interior life. Some of the old man's glancing memories are of childhood: of familiar trees, of siestas on the friendly earth of the family vineyard, and (one memory overwhelmingly tender and yearning) of his young widowed mother tracing a cross on his forehead on the day of his first communion. Of books Mauriac writes little here. One essay warns the Catholic writer against becoming a Tartuffe; another offers a kind of expanded footnote on an unfortunate early piece of polemics by Bernanos. In a war-ruined city he recalls Anatole France's naïve statement "Slowly but constantly humanity realizes the dreams of the sages." He reproaches the author of the "Provincial Letters" for rejoicing in the discomfiture of his enemies: "I would have been more scrupulous than Pascal on this point."

The Mauriac of recent years has become, perforce, less interested in the world of letters, more in the world of action. Political figures, not literary ones, claim his attention. Abhorring the "Vichy swindle," he can nonetheless write sympathetically of Philippe Pétain, "a tragic figure, wandering eternally between treason and sacrifice." Nazi atrocities, he admits, "revive the old Manichaean leaven in me," yet he attempts to encompass Hitler in his understanding, in spite of his revulsion for that latter-day Robespierre, "assassinated in millions of hearts." Clearly, Mauriac feels that it is the role of the artist to subsume outrage under the mode of contemplation. Even casual conversation today, he reminds us, must be devoted to horrors exceeding the table topics available to the Assyrians or the contemporaries of Nero.

But thought of the war years can also bring Mauriac to less formidable reflections. He recalls that his first taste

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of Hitler's war was meeting in his own garden two young Rhinelanders of the Wehrmacht; characteristically he treasures the irony that these mild young men were punished by their officers "for attending Mass in the village church on Bastille Day." When he returned to his garden and his home after the war, having been warned away by the Resistance in time, he found the vines as fruitful as before, and his opened book and unfinished letter were as he had left them. Only the world had irrevocably changed. "It's as if the house and garden of my childhood had been transported to another planet. Likewise, at the very frontiers of our old France we no longer recognize anything."

What Mauriac says of France is a pale echo of his famous neutralist position, one more palatable to us today perhaps than when he first expressed it—and always more understandable than in its reverberated form in his chief disciple, Graham Greene. The references to this country are fleeting: we are one-half of the "immense shadow" over France, one of the twin "adolescent empires." It would be convenient, of course, to discount such remarks as mere railing against the irreversible. Yet it is worth noting that the question that gives the book its title is not asked in the text, but rather, "Abel, what are you going to do with your brother Cain?"

Absurdities of an Addled Society

"Utopian Essays and Practical Proposals," by Paul Goodman *(Random House. 329 pp. $5), criticizing a wide range of social maladies, calls for more dissenting ideas. A former newspaperman and teacher, Walt McCaslin is now a freelance writer.*

By WALT McCASLIN

THE DREARY psychology of conformity has been described and lamented before, but not more vigorously than in these sesays on current American ways.

Goodman opens his campaign with an attack on the economy, re-emphasizing the most obviously disastrous but catatonically disregarded fact of today: "When expansion begins to produce a glut of goods more and more dubious in value and threatening unemployment, our recourse is to increase the rate of expansion and to step up advertising, though the goods become even more useless and the jobs that provide them ever more meaningless." Science, Goodman insists, is now a superstition for both the mass and the scientists. He is terse on censorship, concluding that it is merely "part of a general repressive sexuality which creates the need for sadistic pornography sold at a criminal profit." In a section titled "Banning Cars from Manhattan" he outlines (and in my opinion does so excitingly) a plan for a happy metropolis. Interspersed are shorter pieces on vocational guidance, the "underground writing" of the beats, and the advent of "post-Christian man."

In view of this range, it is little wonder that Goodman has been reprimanded as a critic who has spread himself thin over too many areas. He defends himself thus:

> It is false that I write about many subjects. I have only one, the human beings I know in their man-made scene. I do not observe that people are subdivided in ways to be conveniently treated by the "wide variety" of disciplines. What I see, rather, is community and community thwarted, culture and barbarism, ideal striving and anxious resignation, and all of this in conflict and motion.

The approach, then, is that of an old-fashioned Man of Letters—an approach which, apart from the radical nature of specific proposals, is bound to rile doctrinaire sociologists, slaves of the scientific method, and other modern religionists. It goes without saying that the method invites and legitimizes subjective criticism; Goodman, in assuming the swagger and the privileges of Renaissance Man, thereby announces that he is anybody's game.

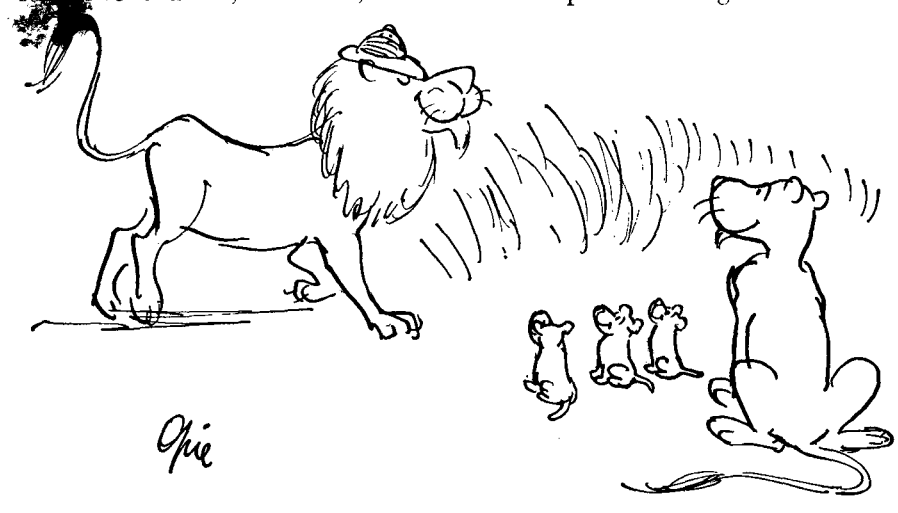
So what is demanded of the individual, living in this absurd, unwieldly society?

As nearly as the call-to-action can be summarized, the author simply would have us arrive at unfettered solutions to every problem by the straightest possible route. Behaving like perennial public hair shirts, we should spread our convictions about. He goes on to say, however, that he "avoids relationships in which the persons are structured" and withdraws from "superficial group interplay."

There is either a basic contradiction at this point, or I have lost my way in the jargon. The prophet says preach. In the same breath he asserts his personal distaste for doing so through available channels. Is it that Goodman's needling, gratuitously-offered kind of problem-solving is possible only for a writer who has found a tractable book publisher? It would seem that the ordinary dissenting citizen is obliged to do what he can with "superficial group interplay"—else retreat to the "private world" that Goodman, in his Introduction, professes to abhor.

If the woolliness of the book's program is not by now apparent, consider how Goodman distills the Utopian faith. It is nothing more, he says, than "a stubborn insistence on seeing people whole and still growing—not restrained by political or social categories." Where? In nursery school? History whispers that the credo, as a working credo, is ingenuously bogus.

Many readers will be happy enough in Goodman's bailiwick when he grumbles about the economy, the science mania, and our auto-infested cities, but will slip into ennui when he labors the "unavailability of dissenting ideas." The mass media are, indeed, a lost cause, yet it is not necessarily true that their mealiness has ruined the quality of human experience. Original ideas have



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generally been in the province of books and—despite the pap and the busy-work of the censors—never before have so many worthy volumes been obtainable at bargain prices. It is tedious to blame a few dunderheaded (and, in the long run, inconsequential) TV hucksters because the average person will do nothing upon opening a book but exclaim, "My, what a lot of pages!" The road to the bear pit has always been crowded. Some of us are no longer embarrassed because Jeffersonian idealism has failed to revolutionize basic human nature, and we have long since abandoned the search for villains.

Goodman's final essay commends a small but growing knot of college students who, by exploiting "the possibilities of the present-moment," are learning to cope with a dehumanized society.

It remains to be seen if these young existentialists will emerge from their ivied towers and bring fundamental changes to the community-at-large. There is no question that Goodman's exhortation will inspire many spirited sessions, after class, over the coffee cups. Perhaps we should all be expansive enough to excuse his ambiguities, remembering that we have always had to allow philosophers their untidy ends and wishful moments. It is harder, of course, to bear Goodman's persistent querulousness, a tone that always results when a critic uses his words to ventilate personal quarrels and neuroses. At several points in the reading it occurred to me that dissent is healthier and much more useful when it is manifested in the spirit of carnival—as, for instance, H. L. Mencken used to do.

FRASER YOUNG'S LITERARY CRYPT NO. 968

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 968 will be found in the next issue.

GH YLD QCB QT HKQDB OLFHGBD YKBFB PQE AQEZK HYGAB RBTQFB PQE DOBLJ LCM HKBC MBAGMB CQH HQ DLP GH LTHBF LSS.

O. Z. YQMBKQEDB.

Answer to Literary Crypt No. 967

Let us be thankful for the fools; but for them the rest of us could not succeed.

—Mark Twain.

Destiny Under Control

"The Humanist Frame," edited by Sir Julian Huxley *(Harper. 431 pp. $6.50), collects essays by twenty-seven experts in widely diverse fields who share a common belief that man can be master of his fate. Richard F. Humphreys is president of The Cooper Union for the Advancement of Science and Art.*

By RICHARD F. HUMPHREYS

ONE OF the twenty-seven contributors to this book, Dr. J. Bronowski, observes that although humanism arose with the Renaissance in the fifteenth century as a protest against the dogmatism of the Middle Ages, it has persisted to the present day as only half a philosophy. Renaissance humanism was a revolt to recover ancient knowledge and to discover new knowledge. The first produced a rebirth of philosophy, literature, and the arts, while the second gave us the Scientific Revolution, the products of which have seldom been considered humanistic. Only today are we beginning to heal the five-hundred-year-old schism. One form of this revitalized humanism has been named by its chief proponent, Sir Julian Huxley, Evolutionary Humanism. Its impact on the dilemmas of mankind is the subject of the book under discussion.

The tenets of this new ideology are simple: (1) Man has it in his power to direct and control his own evolution. In fact, from the moment when he began employing reason he started escaping the laws of natural selection, and today we create our environments, we alter the natural age span, and we glimpse the possibility of genetically tailoring future generations. (2) The tool with which man will shape his evolution is knowledge, knowledge of nature, knowledge of himself. The humanist is dedicated to the methods employed by science for the acquisition of his body of information and concepts with which to plan his evolution. Only repeated observations, controlled experiences, theories synthesized from observables and subject to testing will qualify in his definition of knowledge, whether in the realm of the physical, the biological, or the psychosocial. (3) Evolutionary humanism grants to man total power in determining his destiny. It acknowledges no supreme authority, no dogma, no predestination, and above all no absolute verities. It has little or no static elements since knowledge and understanding are changing with man's growth. (4) Faith and mysticism must take as their objects not the infinity of God or life hereafter, but the beauty of nature and the glory of man in his finest fulfillment. Knowledge engenders such faith, for the more we know about life the more (not less) we stand in awe of it. The traditional antithesis between science and the humanities is without real substance, a sham battle conducted for five centuries. Only now do we realize that the antagonists are partners with a common task ahead of them.

Such is the credo of the new humanism that Huxley and his co-authors frame with persuasive pen. They offer it as the best solution yet proposed for confronting and solving the three catastrophes faced by the world in this decade: nuclear explosion, the population explosion, and the consumption explosion—the latter a graphic label for our failure to conserve the natural resources of this earth.

THE several chapters in the book do not all display the same eloquent evangelism for Evolutionary Humanism, but since a diverse group of subjects is presented this is scarcely surprising. There is something for nearly everyone: the new humanism and art, music, communications, education, medicine, parapsychology, genetics, law, love, virtue, sociology, and even economics. If the authors of some of these essays are not yet dyed-in-the-wool humanists, they are very much concerned with the *humane* aspects of their subjects, their role in lending man a helping hand in his struggle upwards.

And then there are the true believers who in their essays are preaching the doctrine of humanism with fervor, scholarship, and honesty. They face square-on some of the knotty questions humanism invokes. Is it antireligious? (It is certainly anti-authoritarian, antitheistic.) Has it an ethical basis? (A troublesome question that is worried by several authors with varying degrees of conviction.) Can it be a unifying ideology in this disparate world? (It is argued with good logic that it is prob-

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ably the *only* credo that has a chance of drawing the peoples of the world together.) Science deals with facts, not values; how can such a discipline contribute to the ethical values of man? (Science *does* generate values, and it is high time the scientist descended from his lofty position and admitted it.) How can we hope to adopt a unifying ideology without stultifying and standardizing the many and various cultures of the world? (It can be done, but it will require vigilance and respect for cultural heritages.)

Sir Julian Huxley and his confrères are sincere scholars with an urgent conviction that something must be done to prevent or mitigate the world explosions we face. Whether you agree or not with their proposed solution, you owe it to yourself and to the next several generations to listen to them.

DOWN WITH DOUBLETALK: Anthony Standen, an Anglo-American with a background in engineering and chemistry, is an amiable conversationalist, a man of decent instincts and a lively eye for cant, hypocrisy, and doubletalk. His **"More Sacred Cows: Little Heresies in America and Elsewhere"** (Morrow, $3.75) really resembles a drinking-hour in a civilized pub more than anything else. Standen is a vivacious and humane companion as he roves verbally through such cognate fields as the foolishness of national boundaries, the cold war in religious doctrines, the paradoxes in democratic education, and the way in which Einstein's relativity has been illicitly converted into a moral proposition.

I find little to disagree with in the author's theses: he is liberal (in the classic, not the modern, sense of the word), egalitarian, free from most irrational biases, and he combines the detachment of a cultural anthropologist with the perspective of a physical scientist.

Yet "More Sacred Cows," it must be confessed, is not a satisfactory book. Those who agree with its assumptions (as I do) will find it too obvious and elementary; and those who disagree will not be persuaded by its looseness of texture and its defects of style. For one thing, the book is not substantial enough to carry weight, nor witty enough to pierce the crust of prejudices.

Nonetheless, several of the essays are well worth reading—particularly "The Relative Heresy" and "Who Gets What?"—and the volume as a whole might make a provocative birthday gift for a bright college freshman. This, after all, is more than one can say about the depressing majority of such works. —SYDNEY J. HARRIS.

FICTION

Babel in Four Climes

Vicarious travel, not to say turmoil, is provided in four new entertainments: ***"Moscow Interlude," by Charles W. Thayer*** *(Harper. 338 pp. $4.95),* ***"Minister of State," by Maurice Edelman*** *(Lippincott. 288 pp. $4.95),* ***"Morning in Antibes," by John Knowles*** *(Macmillan. 186 pp. $3.95), and* ***"Scorn," by Robin Francis*** *(Holt, Rinehart & Winston. 285 pp. $4.50), which, respectively, transport the reader to the USSR, England, the French Riviera, and Egypt. Margaret Parton, who has traveled widely as a former foreign correspondent, wrote "The Leaf and the Flame."*

By MARGARET PARTON

WEARY of domestic concerns? Bored with the problems of little ol' Southern towns, fallout shelter chatter, and the mystique of Texas? If so, you can travel to Egypt, the French Riviera, England, or Russia by way of the four novels on the table this week. You may not find any one of the trips wildly exciting, but at least the change of climate is stimulating, and the change of problems a relief.

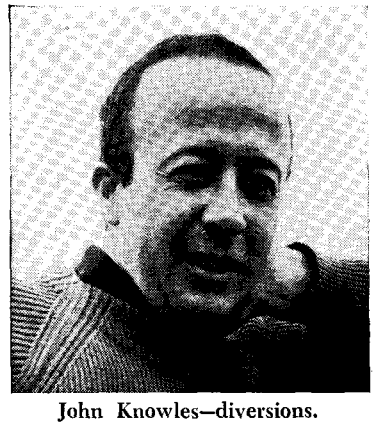
One problem, of course, never changes: the difficulty of communication between different cultures, races, and individuals. The one common theme that unites these four disparate novels is the failure of true comprehension on almost all levels of human existence.

In "Moscow Interlude," by Charles W. Thayer, understanding fails not only between Russians and Americans, but between man and wife. In two of the others, "Minister of State," by

Charles W. Thayer—rigors.

Robin Francis—evil.

Maurice Edelman—urbanities.



John Knowles—diversions.

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Maurice Edelman, and "Morning in Antibes," by John Knowles, marital lack of communication parallels the dismal misunderstandings between peoples of different cultural backgrounds, different political motivations. "Scorn," by Robin Francis, is a bit different: here even the reader fails in understanding. The fact that the setting is Egypt may, of course, have something to do with this.

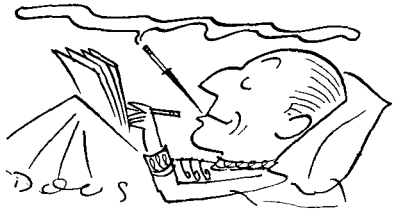
Let us begin with "Moscow Interlude," which this reviewer happens to find the most interesting of the four novels—perhaps because it presents in fictional form so many of the ideas to be found in Wright Miller's recent and fascinating study "Russians as People." For instance:

"I don't think they are proud of the Soviet system," Mac said. "I'm sure they despise their Government. But they've never had anything very different. Anyway, I'm not sure they want to live as individuals. They've always lived in flocks. The old village mirs in Czarist times were not so much different from collective farms nowadays."

Mac, like Mr. Thayer, is an old Russian hand, full of affection for the Russian people and wariness of their bosses. Mac knows, and so do most of the other Americans in the Embassy, that, no matter how much the Russian surface changes, the basic elements remain the same. But does Elena, the Russian-born wife of another oldtime Embassy official, know this too?

Elena, credulous and gay, has happily returned to Russia with her husband, Sam, after several years in America. The de-Stalinization that has taken place during these years seems to her to have brought about a true flowering of freedom, and she moves eagerly into the open fields of Moscow's intellectual life, unable to understand Sam's doubts, Mac's warnings.

But Sam and Mac are right, of course, and the flowery fields of freedom are not as sunny as they seemed:



when Elena, in a passionately symbolic gesture of love for her people, allows herself to be seduced by one of them, the looming, unnoticed shadow becomes the reality of threat. Would the wife of the American official prefer to have the indiscretion revealed in the world press—or would she care to pass along a little useful information now and then? The resolution (if it can be called that) of this dilemma makes an exciting climax to a book full of the authentic feeling of diplomatic life in Moscow.

From the rigors of Russia, interesting as they are, it is a relief to turn to the urbanities of England, the setting for "Minister of State." But here, too, the misunderstandings grow and blossom at a truly alarming rate.

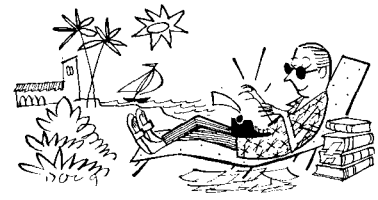
The first one begins when Geoffrey Melville, Secretary of State for Commonwealth Relations and Colonial Affairs, attends a London dinner celebrating the new independence of an African nation that he has helped to bring into being. Handsome, intelligent, and aware of the facts of political and international life without being overly cynical about them, Geoffrey is nearing the peak of a career which seems likely to award him the prime-ministership. That is, it seems likely until this fatal evening, when he yields to the temptation of wit and whispers to his dinner partner: "I want the African to be my brother—not my brother-in-law."

Had the lady not been malicious, had the lady not been the mistress of the Opposition leader, the remark might have remained a private and harmless quip. But once out, it acquired an evil momentum of its own, caused rioting and death in Africa and almost brought about the downfall of Her Majesty's Government—not to mention the downfall of poor Geoffrey. Nor did Geoffrey's simultaneous discovery of his wife's infidelity help to make the situation any less sticky.

How one of these crises is resolved, and the other is not (largely because where women are concerned Geoffrey is an utter ass) is the matter of Mr. Edelman's entertaining story. Inevitably it has been compared with "Advise and Consent," but the relationship seems to this reviewer to be that between chamber music and a symphony. Mr. Drury's book is thronged with real and breathing human beings; Mr. Edelman's back and front benchers are lightly sketched, and only Geoffrey and the dying Prime Minister (who remains offstage most of the time) emerge with any reality. Still, reading it passes several amusing hours—and it's always fun to visit The Establishment.

It's fun, also, to travel to the French Riviera, where, in "Morning in Antibes," we find Nicholas Bodine waking to a morning on the Mediterranean, where the smell of Gauloise cigarettes mingles with the salt air and the pungency of maritime pines. It is clear that Mr. Knowles has been having a delicious time soaking up Riviera atmosphere since the success of his first novel, "A Separate Peace," and he here passes so much of it along to us that we could almost fall asleep in the sunlight glowing through his pages. But even on the Riviera, it seems, people stay awake brooding about their misunderstandings with other people.

The first misunderstanding is that between Nicholas and his wife, Lili. Lili, it develops, is not only a skilled concert pianist, but also a young lady taken with fits of passion for men other



than her husband. So now here is Nicholas, sulking in a bachelor apartment in Antibes and moodily spurning Lili's tentative appeals for a reconciliation.

There is much to divert him. Fast sports cars, the frenzy of "the season," and lots and lots of ladies in bikinis. There is also Jeannot.

Jeannot, who adopts Nicholas and insists on becoming his servant and companion, is an Algerian who is trying to resist the inevitable pressures to be not just a human being, but a political symbol. Unfortunately, as both Nicholas and Jeannot discover, the pressures to take sides are too strong, the tides of history too powerful; both men want only to be passive, but in the end each discovers the dynamics of the courage of the heart, the necessity to act. And the fact that the action may not bring happiness does not make it any less necessary.

This is an important point, and it seems a pity that Mr. Knowles does not make it seem more so. Part of the trouble is the character of his narrator, who is one of those laconic, faintly Hemingwayesque characters who always seem to be moving under water. Nor do the others who crowd the beaches, the yachts, the casinos, and the terraces seem anything more than muddily pitiful. Closing the book, one has already forgotten them, and all there is to remember is that lush and enervating atmosphere.

Crossing the Mediterranean, we find ourselves in hot and sandy Egypt, described most graphically and uncomfortably by Robin Francis in her first novel, "Scorn."

Miss Francis, who clearly has the talent to write better books than this one, is here concerned with one Alexander Chapin and the coterie that surrounds him. Mr. Chapin, it seems, is

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not only the owner of a large string of international hotels, but a monster of evil who finds no one too weak to destroy. Never mind why, because we are never told. All we are given, aside from the spectacular and sometimes overwhelming Egyptian atmosphere, is the spectacle of Mr. Chapin nonchalantly ruining everyone in sight while his loyal and somewhat dimwitted friends cheer him on and try to figure out how to kill him. The characters in the book may be baffled by each other, but they have nothing on the reader.

TWISTED AND TORTURED SOULS: The importance of "**The Quarry**" (New York Graphic Society, $3.50), a Gothic tale involving the unmasking of a former Nazi concentration camp doctor who enjoys operating on patients without anesthesia, lies in the fact that in it Friedrich Duerrenmatt has very nearly produced a *tour de force*. Basically this intentionally absurd and grotesque story of a bedridden and fatally ill Swiss ex-police commissioner named Barlach, who tracks down his Nazi quarry with all the wide-eyed idealism of a latter-day Lancelot, depends for its effect on pace and horror—two Duerrenmatt trade-marks that should surprise no one who knows the Swiss novelist-playwright's work.

These same readers will also quickly recognize that Barlach and his nihilistic opponent are symbols, as are the other membranous personifications who haunt this novel's ghostly terrain. Among them: an ex-Communist *femme fatale*, who can tolerate her indifference to humanity only through morphine; a writer with a sunken mouth and no teeth, whose patently pathetic misery seems to parody a Dostoevsky character; and a scar-covered Jew named Gulliver, who inhabits a nomadic night-world and rescues tortured souls. For a time, as these various charmers—including the fiendish doctor—joust with Barlach, one is treated to all the irony inherent in this macabre parable. Accordingly, when at the eleventh hour Barlach is rescued it is a bit anticlimactic to discover that what it really all amounts to is that "we ought not to try to save the world, but to get through it." Nice as this thought is, it is fundamentally pap — especially from a writer like Duerrenmatt. Perhaps, however, some of it should be blamed on the translation by Eva H. Morreale, who, sad to say, seems to take both "The Quarry" and the author too seriously. To wit: "This was a danger bigger than Stalin and all the Joes taken together." A sentence like this, it must be said, tempts one to turn on the television.

—IOLA HAVERSTICK.

PERSONAL HISTORY

The Matrix of a Pro

"Pen to Paper," by Pamela Frankau *(Doubleday. 237 pp. $3.95), discusses autobiographically the craft and problems of professional writing. Warren Bower conducts New York's oldest book program on the air, "The Readers' Almanac," presented by Radio Station WNYC. He will shortly go to England to work on a text book concerned with creative writing.*

By WARREN BOWER

Pamela Frankau—thumbs down on "succulent throbbery."

BECAUSE this sprightly autobiography is that of the author of eleven novels, and nonfiction books as well, there is much in it concerned with the craft of writing. But let no bookstore clerk place it, on the suggestion of the title, where "how-to" books are shelved; it is much more than advice to young writers. Miss Frankau herself calls it a novelist's notebook, though the phrase suggests something slighter than the quality and substance of her book. It is full of bright first-person narrative, uninhibited and incisive comments on whatever strikes the author's attention, and tells much about the thought processes and rewriting by which her books were given their character and form.

Yet the neophyte novelist might well read this book, even if it holds no cocksure advice for him. He would be listening to a professional talking nonsense about how writing gets done, and being clear and simple about technical matters usually called, with cloudy vagueness, the art of the novel. He would be warned against sentences

U. S. Versus U. K.

ONE OF MY in-laws asked me why my books didn't dig deeper into the emotions of the American woman. She . . . protested that the [differences between Americans and Britons] existed only in my imagination.

I find, from a table of comparisons made not long ago:

AMERICANS: Slow.

ENGLISH: Quicker.

AMERICANS: Wary of what they don't understand.

ENGLISH: Skip what they don't understand.

AMERICANS: Endless curiosity and sympathy in individual human beings, hampered only by lack of imagination.

ENGLISH: No curiosity; sympathetic interest in the individual confined to minding other people's business. Strong in imagination.

AMERICAN MEN: Like women, and fear them.

ENGLISHMEN: Dislike women and don't fear them.

AMERICANS: Blaspheme.

ENGLISH: Swear.

AMERICANS: Passionate for physical health: take endless trouble to avoid death.

ENGLISH: Find ill-health not only interesting but respectable and often experience death in the effort to avoid a fuss.

—From "Pen to Paper."

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that run too long, about descriptive passages replete with details but without the flash of recognition that an apt simile provides, about "strong stuff" and violence being mistaken for strength.

The life of a professional writer is Miss Frankau's continuing topic throughout "Pen to Paper." The generous amount of autobiography in these pages is always related to her writing and the problems it poses. Such a problem, for instance, as whether or not writing as a Catholic is inhibiting is dealt with frankly and explicitly. She gives the natural history of many of her novels, and justifies her decision to read no reviews of any of her books. She tells a long and fascinating story about a literary vendetta in London, which is only a little less effective than it could have been had she not felt constrained to hide identities under initials.

PAMELA FRANKAU is a novelist who has a large reading public on both sides of the Atlantic. This fact, as well as her insatiable interest in people, has led her to make a careful comparison of the English and the Americans. What she has to say, based on British birth and ten years of living in the United States, is not greatly comforting to either people. No cultural anthropoligist she, nor one to draw conclusions from scientific sampling; but her pungent observations are aimed with precision at vulnerable points of national behavior. On the whole, the Americans come off better in her summarizing, certainly in their use of language—greater precision, less slovenliness in pronunciation, more inventiveness in words—all, of course, by comparison with the British. They are lazy about the language; they mumble; despite Churchill, they have a puritanical distrust of eloquence and so consent to the impoverishment of their everyday English. But she is also troubled by growing American abasement of the language, aggravated by television, and by our national aversion for silence. Americans, according to our observer, have just lately won from the British the distinction of being the worst listeners in the world.

This is a tonic book, its phrasing witty, and its strictures worth close attention. Editors of publishing houses should ponder Miss Frankau's remarks on how they view and perform their job. The novelists who intrude obviously purposed sex in their novels may writhe at the scorn in her phrase, "succulent throbbery," for all such pandering to low tastes. Her steady references to "Nanny Integrity" may well be the touchstone of her own work and Miss Frankau's most rewarding advice to fledgling writers.

Neighborly in a Kipling Country

"Growing: An Autobiography of the Years 1904-1911," by Leonard Woolf *(Harcourt, Brace & World. 252 pp. $5.95), recalls British Imperial rule a half-century ago, when the author was a colonial administrator in Ceylon. Both Leonard and Virginia Woolf figure prominently in David Garnett's most recent book, "The Familiar Faces."*

By DAVID GARNETT

"GROWING" starts with Mr. Woolf setting off to Ceylon as a cadet in the Civil Service administration of that island, and ends with his sending in his resignation seven years later because he had fallen in love with Virginia Stephen.

It may seem surprising that the arrival of a stiff-necked Jewish intellectual from Cambridge should have been welcomed in the outposts of empire, but actually he was an immediate success, both socially and in his work. This was due partly to great moral courage (of which he has remained unaware all his life); partly to his love of animals (he took a wire-haired fox terrier with him); partly to his readiness to work twice as hard as anyone else and to do much of his superiors' work for them. His picture of himself and of the little group of British administrators is vivid and amusing, and, as he remarks, very like the background of a Kipling story, particularly in its suburban middle-class flavor.

Two features of British Imperial rule fifty years ago are astonishing. The first is that it was not backed by force, but rested on the good will of the governed:

> Ceylon in 1906 was the exact opposite of a "police state." There were very few police and outside Colombo and Kandy not a single soldier. From the point of view of law and order nothing could have been more dangerously precarious than the Pearl Fishery camp, a temporary town of 30,000 or 40,000 men many of whom were habitual criminals . . . but we four civil servants never even thought about the possibility of our not being able to maintain law and order. And we were quite right.

Walking sticks were sufficient. The second feature is that the British administrators regarded businessmen as their

The Death

By Donald Hall

HE could remember that in the past, six months ago,
and most of the time for fifty years before that,
his body moved without any pain at all. He breathed
and didn't know that he was breathing, and he waked
each day to the day's loss
as if it were nothing to wake and dress in the morning.

When the doctor confided that his body would flake away
like a statue of rust, he looked into the long mirror
at the strong shoulders with the skin smooth over them,
at the muscles in his legs which continued to be firm.
His body told him,
"We have resolved, and we will hold to our purpose."

Then eyes faded, limbs dwindled, skin puckered, lungs filled.
He dug himself into the private hole of his dying
and when he talked to his wife his voice came from a distance
as if he had married his pain, and lived alone with her.
He kept himself cold
and lay and twisted and slept, until nobody called him.

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social inferiors and had as little to do with them as possible. During his seven years in Ceylon Mr. Woolf never had a meal with one. No white man engaged in commerce was a member of the Kandy Club, which was limited to Civil Servants, Army officers, and planters. There were, of course, no nonwhite members.

The native population looked to the British ruler as "our father and our mother," to use a Hindu phrase. He might be silly, or behave unaccountably, but he was disinterested and not lining his pockets by commercial speculations on the side. If the descriptions of the British community are the most humorous, those of the peoples of the jungle and of the pearl fishers are fascinating. Mr. Woolf's happiest moments were spent making friends with them and winning their confidence. The capacity for understanding and for making lasting friendships with people quite unlike himself is the greatest of his gifts.

He says himself that it was on the voyage out that he learned how to get on with ordinary persons and secondly that there are practically no ordinary persons, that beneath the façade of John Smith and Jane Brown there is a strange character and often a passionate individual. There is a revealing passage in which he mentions that he would often drag out proceedings in the divorce court when he presided in order more completely to understand the character and lives of the people he was ruling.

Towards the end of his time in Ceylon, Mr. Woolf became aware of a dichotomy in his feelings: imperialism became distasteful to him, yet he felt the temptations of power and he had been so successful that he was practically certain to end his days as a Colonial Secretary or Governor. He was immersed in his work, and the further it led him into the jungle the more he liked it.

For many years Mr. Woolf has been an enemy of imperialism and colonialism. This makes his record uniquely impartial. He can recognize the happiness and serenity of the feudalism which British rule perpetuated; and he is equally ready to stress its faults. But he does bear witness to the unselfish, unremitting toil of a handful of men to dispense justice and preserve order in a primitive society.

Mr. Woolf set out to tell the truth and nothing but the truth, and he has succeeded. In doing so he has not had to rely only upon an octogenarian's memory. He has been able to refer to the series of letters he wrote from Ceylon to the closest of his Cambridge friends, Lytton Strachey, and also to his official diaries from 1908 to 1911.

Beacon Hill's Irate Abolitionist

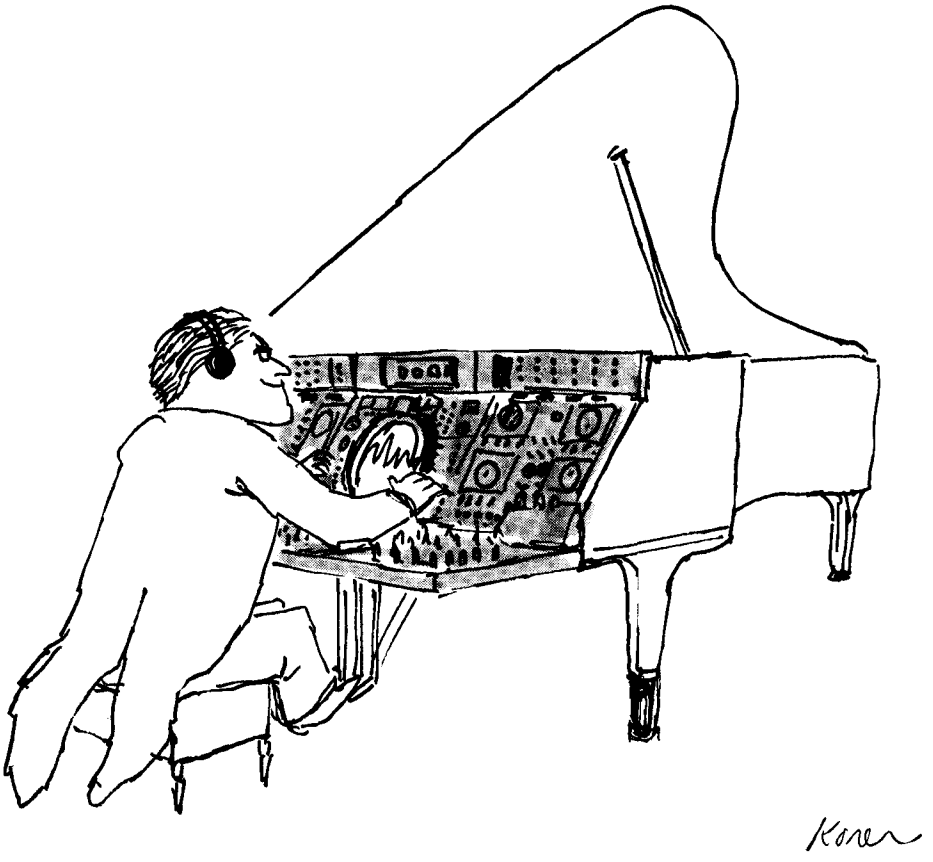
"Wendell Phillips: Brahmin Radical," by Irving H. Bartlett *(Beacon Press. 401 pp. $5.95), brings to life a Boston aristocrat who with superb passion fought against slavery, child labor, and other social ills. Earl Schenck Miers is the author of numerous books having to do with the Civil War period.*

By EARL SCHENCK MIERS

ON CAPITOL HILL and at the White House these days counting one's blessings may be almost a lost art, but even in the darkest hours the boys in Washington can cling to one unfailing consolation: it is difficult to find in modern America a parallel to Wendell Phillips. If you can imagine the John Birch Society in reverse, plus Joe McCarthy with Puritan instincts, plus Barry Goldwater at the head of the CIO, plus John L. Lewis in his prime running the State Department, you will approximate the sort of character Wendell Phillips would be as he disturbed the peace along the New Frontier.

Semantically, of course, modern American politics is well equipped to deal with a Wendell Phillips. We would call him, first of all, "a traitor to his class"—this aristocrat from Beacon Hill who outlasted even William Lloyd Garrison in fighting slavery. We would call him "a leftist"—this Brahmin radical who wanted to get the children out of the factories. We would call him "a troublemaker"—this silver-tongued orator who most assuredly would have been shuttling freedom riders into the South until the buses were rolling down the highways bumper to bumper.

Irving M. Bartlett, who as a historian and director of the Cape Cod Community College may yet give Hyannis a second claim to fame, has written a captivating biography of Phillips. With compelling sensitivity and a scholar's enduring patience, Mr. Bartlett makes his subject emerge in true perspective, as a great spirit in America, if not necessarily a great man. The clue to Phillips lies in understand-



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ing the deep religious feeling that motivated him; he compromised with no one (and politicians least of all) in striving for an individual liberty in America that would make the destiny of the nation a human phenomenon to rank with the age of Cromwell, Luther's Reformation, and the establishment of Christianity.

His passions were superb. Drawn into the antislavery movement in revulsion against the mob rule that murdered Elijah Lovejoy and threatened to lynch Garrison, he could no more have forsaken the cause than he could have embraced a harlot. He accepted the Negro as his brother in the eyes of God, and so he fought with love for a shield. And he fought on all fronts—against a Constitution that protected slavery, against the politicians who bought votes with their empty lip-service to civil rights, against the churches that pandered to the wealthy merchants. He was blind in his rage, never seeing a fault in crazy old John Brown nor a bona-fide virtue in the cautious Lincoln. His trust, unwavering and sublime, was in the inherent dignity and decency of the common man in America, and in that belief he was willing to yield both his life and his fortune.

Ridiculed and vilified, Wendell Phillips had become by the end of the Civil War a force with whom even Presidents had to reckon. To him the war had not been a struggle to save the Union but to solidify the conscience of a nation, and unless that triumph were maintained, then for all he cared the Union could go to hell on a toboggan. Not until the Fifteenth Amendment had been passed did he quit his struggle against the "slave forces," and then he became involved in all sorts of movements, including labor, Prohibition, currency reform, and the suffragettes (although he was never at ease when the girls put on their bloomers).

Theodore Roosevelt believed that Wendell Phillips's radicalism had gone too far—the gap was wide between political reform on Sagamore Hill and spiritual reform on Beacon Hill—but Eugene Debs drew inspiration from Phillips's speeches, and so also did Henry Demarest Lloyd when, in 1894, he startled American complacency with his book, "Wealth Against Commonwealth." American historians, too often reflecting their own complacent backgrounds, have tended to let go the vitality and importance of abolition for the sake of their own academic tranquility. Phillips had always expected them to. But Irving H. Bartlett, taking a calm, thoughtful second look at the evidence, happily reverses that trend.

TOUJOURS GAI: When Don Marquis sold his first short story to *Putnam's*, the editor of that magazine called Marquis and began by asking him: "What is your real name?" Marquis replied that he had signed his real name to the story, but *Putnam's* editor wasn't satisfied. "Since your real name sounds so much like a *nom de plume*," he said, "why not choose a *nom de plume* that sounds like a real name?"

Donald Robert Perry Marquis had come from a muddy little town called Walnut in northwestern Illinois, and, after assorted jobs as drugstore clerk, poultry plucker, luncheon cook, sew-

ing-machine agent, delivery-wagon driver, and clothing store menial, he moved from schoolteacher to printer-editor and landed on the *Atlanta News*, where he was quickly introduced to poker, corn whiskey, and Grantland Rice. Largely through this early association with Rice (who then wrote under the name of Henry Grantland Rice) Don Marquis came on to New York, where he made a permanent literary name for himself as columnist on the *Evening Sun* and later on the *Herald Tribune*, finding time somehow to publish books almost continually and to dramatize such stage hits as "The Old Soak" and "The Dark Hours."

Sadly, to a generation that may never have heard of this near-genius, the characters archy and mehitabel, cockroach and cat extraordinary, mean little now; but in the 1920s and 1930s Don Marquis, F.P.A., B.L.T., and their like wrote a literate sort of newspaper column any paper in America could well afford to re-establish today. They proved F.P.A.'s maxim that nothing was too well written to appear in a newspaper, a forlorn and antique premise in today's mass-capsule journalism.

Edward Anthony's 700-odd-page biography, **"O Rare Don Marquis"** (Doubleday, $5.95), truly contains most of the notes and anecdotes for a good book about Don Marquis and his rare news era. Yet it is really extraordinary how slowly the book moves and how wooden its telling on a subject surely worth soaring prose. F.P.A. once said that he thought Marquis "could pack more into a line" than any of his contemporaries. One wishes the same could be said for Mr. Anthony's prolix and diffused near-miss. The subject is there, certainly; and future writers will find the present volume a mother lode of unworked biographical ore about a perfectly remarkable drinker and word painter. —Richard L. Tobin.

Your Literary I. Q.

Conducted by John T. Winterich

CANNED GOODS

Herewith a group of words (common and proper terms are both packaged) each of which ends in —CAN. If you can't, you will find an opener on page 86.

1. U.S. political party	___ ___ ___ ___ ___ ___ ___ CAN
2. innkeeper	___ ___ ___ ___ ___ CAN
3. Church of England member	___ ___ ___ ___ ___ CAN
4. hemisphere inhabitant	___ ___ ___ ___ ___ CAN
5. defensive tower	___ ___ ___ ___ ___ CAN
6. bird	___ ___ ___ ___ CAN
7. another bird	___ ___ ___ CAN
8. India south of the Narbada	___ ___ ___ CAN
9. wild dance	___ ___ ___ CAN
10. Macbeth's target	___ ___ ___ CAN
11. Roman god	___ ___ ___ CAN
12. wartime highway, North America	___ ___ CAN
13. nut	___ ___ CAN
14. Latin poet ("Pharsalia")	___ ___ CAN
15. scrutinize	___ CAN

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In a Topsy-Turvy World, Lunacy Is Truth

The Avant-garde Hacks the Hackneyed Into Bizarre New Prisms

By W. G. ROGERS, *whose first book, "Life Goes On," was an experimental novel of the Twenties.*

THE PLAY about the bald soprano with no bald soprano in it . . .

The playwright who writes anti-plays . . .

The novelist who doesn't want characters or story in his novels . . .

The novel that keeps beginning over and over again; or, to put it another way, in which all at the same time Caesar invades Gaul, the teacher divorces his wife, the French Revolution takes place, the pupil borrows an eraser, Columbus discovers America, a North African with bandaged head wanders through Paris streets . . .

The dramatist who is against sentences, the dramatist who is against language, the dramatist who names his chief character but can't tell who he is . . .

In a number of recent volumes—among them, **"Degrees," by Michel Butor,** translated by Richard Howard (Simon & Schuster, $5.50), **"Samuel Beckett: A Critical Study," by Hugh Kenner** (Grove, hardcover $5, paperback $1.95), and **"The Theatre of the Absurd," by Martin Esslin** (Doubleday-Anchor, paperback $1.45)—all this and much more can be found. It is crazy, it is avant-garde, it is often wonderful.

It is on a par with the famous fur-lined cup; with the recent concert in a London hall where the pianist sat at the piano, never played a note, and was applauded; with the self-destroying art object which a couple of years ago at New York's Museum of Modern Art fell apart, burned up, blew up, and collapsed, one-hoss-shay style.

These strange, even baffling manifestations of the ever-busy human spirit occur not only in literature but all across the creative board. They are seen in paintings, heard in music. Often the creators collaborate: for Apollinaire's "*Les Mamelles de Tirésias*" there is Francis Poulenc's score; for Gertrude Stein's "Four Saints in Three Acts," there is Virgil Thomson's opera; for Stéphane Mallarmé's "The Afternoon of a Faun," there is Debussy's impressionist interpretation.

Mallarmé himself, nearly 100 years ago, suggested an explanation for the off-beat writers. The first line of his "*Brise Marine*" runs: "The flesh is sad, alas, and I've read every book."

It is a lament for the lack of novelty. Down through the few centuries of the novel's life there had been repeated the same sorts of plots—indeed the same plots—the same pile-up of emotions to the same exploding point, the same human relationships in the same settings with the same gestures and the same incidents. Hugh Kenner says of Samuel Beckett that he wanted to escape the monotony of "people who walk upstairs, walk downstairs, eat eggs, quarrel, marry, converse with clergymen, and ride in the trains."

This restriction of material doesn't apply universally. Indeed, there is a plebeian explicitness about Beckett's own stage directions, as in "Endgame": "He looks up at window left. He turns and looks up at window right. He goes and stands under window right. He looks up at window right," and so on. Beckett would bar this from dialogue. But Michel Butor uses it in his novel "Degrees"; to avoid familiar effects, he resorts to familiar means. He describes in detail the life of Parisian schoolteachers, their families and pupils. They appear in both depth and width, from inside and from outside, from left and simultaneously from right, like one of Picasso's Janus-type portraits. Butor is perhaps not so much novelist as computer. He is done with the old Mercator projection, by which character and incident were squared off to fit the page though the method reduced their middles and ridiculously enlarged their extremities.

The books Mallarmé had not read, the plays he had not seen, which were not only written after his death but in his time were not even conceived, come from present experimentalists like Butor, Beckett the novelist and dramatist, and other playwrights discussed in Martin Esslin's sympathetic and probing scrutiny of "The Theatre of the Absurd": Jean Genet, Eugene Ionesco, Arthur Adamov, Jean Tardieu, Fernando Arrabal, Günter Grass, the American Edward Albee. Since they live in a world that offers no "ultimate certainties," they are rootless, lost, and "absurd."

If Frenchmen predominate in the experimental movement, it is because the liberating, clarifying air of Paris invites the imagination to cut loose and fly high. These authors sometimes work in films, a popular medium not so readily available to their American counterparts. "Last Year at Marienbad," a movie by Alain Robbe-Grillet, recognized chief of the "new wave," currently excites the Paris theatre public; and "Hiroshima, Mon Amour," with scenario by Marguerite Duras, another avant-garde novelist, has been very successful here.

It's easy to make fun of these experimentalists. Kenner believes many critics are unfriendly because they cultivate a reputation for "professional knowingness" and are embarrassed when the new wave washes up so few facts for their benefit.

These writers give us experiences we have not had. Instead of going over old ground again, instead of more walking upstairs, walking down, eating eggs, riding in trains and so on, this is fresh, different, novel, pioneering. Book for book, the new promises more than the old, the unconventional more than the conventional, the untried more than the tried. Old stimuli grow stale; the new novelist works on sensitive areas not previously explored.

Furthermore, to know the avant-garde is to be in the vanguard; or, as Esslin says, today's avant-garde may be tomorrow's mass media. The lesson of the past is relevant. The best-known and most daring experimental magazine in the 1920s was Eugene Jolas's *transition*. It published not only the predictable names, like Stein and Joyce, but also artists who now command immensely wider audiences: Hamilton Basso, Erskine Caldwell, Kay Boyle, James Agee, Robert M. Coates, Elliot Paul, Kathryn Hulme.

There is one final caution. The experimentalist demands more of his reader than the run-of-the-mill author. With Butor, Esslin, and Kenner, we go slow, but we get somewhere—somewhere we haven't been before.

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Breaking Ice at SR

By ALICE DALGLIESH

BECAUSE last month we considered briefly "What Ivan Knows," I was especially glad to be present at a recent meeting between *SR* editors and three Soviet authors—one from Moscow, two from Armenia—who had just arrived in this country as part of a cultural exchange program. It was interesting to learn that S. A. Baruszin, the Muscovite, was the secretary of the Russian Soviet Socialist Republic Union of Writers, as well as an author of books for children. Through an interpreter he told us that most Soviet books are first published in a magazine or newspaper, after which the author receives many letters from the reading public voicing approval or criticism. The author then makes "such changes as might be necessary."

This did not seem an encouragement to uninhibited or creative writing, so I asked if the same procedure applied to children's books. The interpreter laughed and held his hand at about two-year-old level above the floor, indicating, so it seemed, "Children are *little*"—a typical response often found among those who do not work with children or with their books! It also appears in our mass-media reviews that refer to children as "tots," "moppets," "small fry," and "the sandbox set." When the question was translated, Mr. Baruszin smiled and said, "No, but our children's books are read by adults before publication." He went on to say that they considered their children important, and that their books taught them to be "good, kind, humane, and friendly to peoples of all countries."

Listening carefully to that, we asked if they imported many children's books in English. Mr. Baruszin had told us that English is now the most popular foreign language in the USSR, but he answered the question a trifle vaguely. "Yes, we import some books such as fairy tales—and others."

There are several obvious reasons for lack of free exchange of present-day children's books between the United States and the Soviet Union—among them the fact that the latter is not so far a member of the U.C.C. (Universal Copyright Convention) and rarely pays royalties to American authors. Mr. Baruszin assured us that the writers' union had submitted the royalty situation to his government, and the next move would have to come from the Kremlin itself.

I'm all for people-to-people exchanges with those of other ideologies as long as it is possible to have them, but there seems to be a wall between us on certain topics. One of them is differing ideas of freedom of speech. In this country we don't have a pre-publication free-for-all such as Mr. Baruszin described. However, the Soviet Union may think it equally strange that a community in America can suddenly find that "The Scarlet Letter" is "a dirty book." Censorship is a strange, dizzy merry-go-round.

The meeting ended with an exchange of books by *SR* editors and the visitors. The interpreter told me only that the title of Mr. Baruszin's book was "the name of a Russian village." Its story seems to be about a cheerful, even delighted little boy who grew two enormous cabbages.

I hope to have it translated some day because, like nonreading children, I can only "read" the pictures.

—Jacket from juvenile by S. A. Baruszin.

DAVY GOES PLACES. *By Lois Lenski. Walck.* 42 *pp.* $1.75. "Going places," including grandfather's farm, is the beginning of travel. Lois Lenski's straightforward recountings of experience have always delighted young children. Davy travels on many different kinds of vehicles, and there is even a song about them. A tiny book, just right for carrying around, the colors dark green and very bright red. Ages 2-5.

APRIL ADVENTURE. *By Jeanna Oterdahl. Illustrated by Brigitta Nordenskjöld. Translated by Annabelle MacMillan. Harcourt, Brace & World.* 125 *pp.* $2.50. A "cozy" story especially suited for reading to girls of five or six who enjoy books with chapters, and who will like to meet Tina, a Swedish girl much like themselves. Tina goes to visit her great-aunt in Sun Village, a hardy old lady who likes to play with small girls and who even gets out to shovel snow. In its interesting experiences within small compass, this book has something of the charm and complete simplicity of Elsa Beskow's "Pelle's New Suit" (Harper), a Swedish picture book that has remained in print in this country for about thirty years. Incidentally, the children in "April Adventure" mention Elsa Beskow as a favorite author. Good, simple line drawings. Ages 7-10 (read-to-yourself age).

JAMES AND THE GIANT PEACH. *By Roald Dahl. Illustrated by Nancy Burkert. Knopf.* 128 *pp.* $3.95. To travel from England to America is quite an adventure for a small boy, especially if he does it in a giant peach in company with several enormous insects. Some children may find it an exciting and rambunctious fantasy. However, one thing children are not tough-minded about is losing parents suddenly, and at the beginning of this story James's parents are eaten by a large rhinoceros escaped from the zoo, "their troubles over in thirty-five seconds flat." Now James's troubles begin, for he goes to stay with Aunt Spike and Aunt Sponge, two of the meanest characters in any child's book. A giant peach grows in their garden and into this James crawls. The aunts are flattened by the peach as it starts on its journey. The grown-ups being neatly disposed of, adventures begin, ending in New York with the inevitable ticker-tape parade. Attractive pictures, some in color, soften the story considerably. Ages 8-12.

KIRSTI COMES HOME. *By Aili Konttinen. Illustrated by Faith Jaques. Coward-McCann.* 192 *pp.* $2.75. Kirsti is a Finnish child of five or six who has to make a big decision and make it by herself. She has grown up as "Kirsten" in a Swedish home. (Many Swedish families took in Finnish children during the war; there should be a note to explain to our children what the circumstances were.) As the story begins, Kirsti is going to Finland to spend the summer with her own family, whom she comes to know and to love. This is a poignant little story, but the question is whether girls of ten to fourteen will read about a child so much younger than they. The book was originally published in Finland, and there obviously was some feeling

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between the neighboring countries; for Kirsti's Swedish home has everything one could wish for, while the Finnish family is poor as a result of the war, but rich in family love and solidarity. Ages 10-14 (?).

JOURNEY TO ENGLAND. *By Edith Unnerstad. Illustrated by Ulla Sundin-Wickman. Macmillan.* 212 *pp.* $3.25. "Sometime during the latter half of the last century, Ols Kari, a hair-worker from Dalecarlia, completely disappeared and her children went in search of her."

The story starts as directly as that, and children will go along with Brosus and Margita as they cross from Sweden to England to look for their mother. There are difficulties on the way, and Margita has the experience of meeting Jenny Lind, now an elderly married woman living in Britain. What Margita learns sadly is that she cannot ever hope to sing as Jenny Lind did. The ending, in which the missing mother is found, is slightly improbable, but happy. The frontispiece of the book is a decorative map of the children's travels—a very helpful aid to understanding. Ages 9-12.

NO HURDLE TOO HIGH. *By Anna Belle Loken. Lothrop, Lee & Shepard.* 159 *pp.* $3. In this independent sequel to "The Colt from the Dark Forest," Karl leaves his home and his beloved colt to answer the pull of letters from his cousin in New Hampshire and the poster (nineteenth century) of Uncle Sam calling: "Come and help me build a nation!" There is conflict about leaving his birthplace, there are difficulties in the new country, but Karl finds pleasure in his work as groom to a California trotter, "Champion." His acceptance of America comes quickly, as it does with some. However, his cousin has little patience with any sign of slow growth from being "a foreigner" to "looking and thinking American"—this, too, being typical of the period of big waves of immigration. At the end of the story Karl hears that the Stanford farm in Palo Alto is being sold to make way for a university, which, he decides, must be the goal of his education. A false note comes at the story's end: "'Thank you, America,' he whispered humbly." And Karl draws a long breath. On the whole, though, it is an interesting book. Ages 8-12.

—From "Journey to England."

—From "Kirsti Comes Home."

MOKOKAMBO: The Lost Land. *By René Guillot. Illustrated by B. L. Driscoll. Criterion.* 176 *pp.* $3.50. One cannot help being reminded of Kipling while reading this story of Thiéry, a French boy who always wins the friendship of animals and has "a kind of silent communication with them." Because Thiéry plans to return Aglaia, his little African tortoise with the pearl-black eyes, to Africa, he flies there with another boy. Adventures begin, culminating when he and François travel on the back of an old elephant into the mysterious land of Mokokambo, where the animals "hold their festivals to celebrate the new season."

An African never-never land, it is at the same time an area that M. Guillot knows and can bring to life. The story has all the mysterious freedom of wild adventure that is characteristic of his books. Ages 10 and up.

THIS CROWDED PLANET. *By Margaret O. Hyde. Illustrated by Mildred Waltrip. McGraw-Hill.* 158 *pp.* $3. In these closely packed but interesting pages young people will find the answer to the question "Why do we help to feed undernourished countries?" Apart from noting the obvious fact that "hungry people have little chance to improve their own systems of government and their standards of living through education if they must spend their entire lives raising their food," the author also states: "If all the surplus food in the United States could be shipped to the undernourished people of the world, it would supply the equivalent of one cup of rice per week per person." This may or may not be correct, but the world graph supporting the facts of protein deficiency seems to tell the same story. One feels pushed off the earth by overcrowding while reading the first chapters; fortunately, a number of projected solutions follow, some of them seeming at the present time fantastic indeed. The author mentions birth control as only a partial answer and contrary to the religious beliefs of some.

In conclusion she challenges young people to accept responsibility for these problems; "there is no time to wait for tomorrow," she says. But, except for forming opinions, there seems little they can do but wait. Ages 12 and up.

GREAT MEN OF MEDICINE. *By Ruth Fox Hume. Illustrated by Robert Frankenburg. Random House.* 192 *pp.* $1.95. This book, which has gone through several editions, is now one of the World Landmark series. Scientists are international, and here is a world-wide group including Jenner, Koch, Morton, Lister, Läennec, Pasteur, and Fleming. Well written stories, attractive pictures. Ages 10 and up.

NIKOLA TESLA. *By Helen B. Waters. Illustrated by Leonard Everett Fisher. Crowell.* 208 *pp.* $3.50. This is the first biography for young people of the strange, moody, single-minded scientist who came to this country from Yugoslavia. At a time when Edison used direct electric current with a limited range, Tesla gave us alternating current. He refused to share the Nobel Prize with Edison under whom he was unable to work; moreover, he considered himself the greater scientist. Nevertheless the end result is a poignant though somewhat sentimentalized picture of a man old and withdrawn, living in a hotel room, his only friends the pigeons that fly in and out.

This is fictionalized biography with too much foreshadowing of events, and at times it is decidedly overdramatic. In spite of these faults the book holds interest, and will introduce young people to an inventor not nearly so well known to them as Edison. Leonard Fisher's pictures are dark and intense in feeling—as was Tesla. Ages 12 and up.

INDIAN OCEAN ADVENTURE. *By Arthur C. Clarke. Photographs by Mike Wilson. Harper.* 104 *pp.* $2.95. Boys who like skindiving, even of the armchair variety, should enjoy this. There is nothing particularly solid about it, but the adventure of living in a lighthouse on a reef in the Indian Ocean is engrossing in itself, and when the actual skindiving starts and a grouper family of three appears, the excitement really begins. When Rodney spears a fish and offers it to a surprised grouper, "this was the beginning of a touching though somewhat boisterous friendship." The groupers are named Ali Baba, Sinbad, and Aladdin—and according to the author they have distinct personalities. The photographs also become most interesting from now on, especially as Ali Baba has been trained to swim through a hula hoop (bright red on the book's jacket). Other encounters with sharks, tuna, and a moray eel follow. All this is, as you may imagine, done for a movie, which is mentioned in the text, and at the end there is a lead on to treasure hunting, in a future book. Ages 10 and up.

—From "Nikola Tesla."

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The Cosmos Is Still Friendly

ALL during the week, as reports spread of the anticipated solar eclipse and the rare alignment of the planets, mass anxiety mounted throughout the world. By Saturday evening, shock waves of morbid apprehension penetrated into the most obscure villages. In India, Hindu priests were surrounded by swirls of people fearing a collision of the planets. In Africa, pounding drums called attention to the ill omens. In Europe and the Americas, astrologers and crystal-ball gazers were besieged by terrified customers. In Chicago, one citizen offered a soothsayer half of everything he owned if he could contrive to keep the universe from blowing up over the weekend. And in Los Angeles, a man who feared the end of the world rushed to his bank to withdraw all his money.

By Monday afternoon, it was apparent that the doomsday forecasts had been exaggerated. The fever of apprehension subsided and people resumed their normal concerns.

What was most significant about the entire episode was that man's abode on earth was genuinely in danger but most people were looking in the wrong direction for the source of the trouble. The planets were not going berserk; it was man himself who was wandering precariously off course. And the eclipse of human intelligence, rather than the eclipse of the sun, was responsible for the long shadow obscuring man's future. A collision of nations was far more of a threat than any celestial accident. The universe showed no signs of withdrawing the conditions that made life possible; man himself, however, was showing every sign of rejecting this bounty.

Most curious of all was man's ability to detach himself from his own species in contemplating his destiny. He seldom even considered the totality of which he was a part. The concept of the human family had little claim on his imagination or his loyalties. The farthest his thinking could carry him was his status as a member of a national tribe. Thus virtually all his inventiveness and energy went into the effort to protect his tribe or to make it dominant over the others. He had reached the point where such tribal engagements could seriously lead to his own downfall but this was not a governing fact. Men who were intelligent in most respects never got past the primitive point of national confrontation in their thinking. They locked themselves into the absolute conviction that peace could be sustained if the opposing ugly tribe could be expunged.

In the tribe called the Soviet Union, a delusion took hold that fantastic threats, some of them involving the detonation of city-sized fireballs, could gain respect for its point of view. And in the United States, where creative thinking directed to the human condition was the vital ingredient that went into its founding, weird misconceptions replaced the moral imagination. There was insufficient realization that the nation's security and freedom no longer could be maintained primarily through military means. All the working evidence demonstrated this fact. Year by year, the size and nature of the force swelled, and year by year the security diminished. A new primary approach was needed; in short, something far more powerful than giant explosives and chemical-and-disease bombs would have to be put to work.

Such a new approach would have to begin with some philosophical convictions on America's role in history. If that role aimed solely at national greatness, then the greatness would never be achieved. But if Americans had a blazing awareness of their membership in human society, then they might fashion a larger role for themselves directed to a safe and orderly planet. The most important thing in the world was not national sovereignty. It was a condition that made it possible for people to grow, to be free, to utilize their resources imaginatively and sensibly.

This condition could not be achieved, however, so long as absolute national sovereignty remained the principal form of human organization. And no progress could be made until enough people accepted the new imperative and made it the one great purpose to which they attached themselves. Motion in this direction could become a force in itself; potentially, it was the most powerful force in the world. And it had to begin with the belief that it was both necessary and possible.

THERE was no connection between the two, but at the time that large numbers of people were seized by fears of an interplanetary collision, scientists were meeting to explore ways of communicating with other planets. Eminent astronomers, physicists, chemists, and biologists came together to consider the serious possibility that means might be devised for exchanging messages with distant inhabitants of the universe. It was a mind-stretching notion, having its basis not in fantasy but in genuine scientific prospects.

Whether or not the interplanetary communications project ever materializes, an even more grandiose and demanding project awaits accomplishment. This is the need for human beings to communicate with one another here and now. Perhaps the most advanced and wisest human minds might address themselves to this task, baffling though it is. For if this particular project is not achieved, no other may have any meaning.

The lack of respect for a common human destiny continues to be the main problem of the earth-dwellers. To the extent that they fix their gaze and energies on this need, rather than on the dangers of cosmic collision and catastrophe, they will qualify themselves for survival. —N.C.

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LETTERS TO THE EDITOR

NOSTALGIA IN PRINT

THE LITERARY STRATEGIES devised by "nostalgics" like Yeats, Joyce, and Eliot to meet the almost insuperable difficulties with which their particular *Zeitgeist* confronted them may be useless as catalysts to the young writers emerging in England today. In that sense, Stephen Spender is right in saying that the literary movement which gave birth to "Ulysses" and "The Waste Land" is "past history" ["What Modern Writers Forget," *SR*, Jan. 20].

It is unfortunate, however, that in making this point, Mr. Spender should have given the impression that these earlier writers of the twentieth century are only more eloquent Miniver Cheevys hankering after the "medieval grace of iron clothing."

The total concept of "the tradition" to be found in the prose and verse of T. S. Eliot, Mr. Spender's chief "nostalgic," is much closer to that presented by Walter Lippmann in "The Public Philosophy" and by Barbara Ward in "A Direction for the West" [*SR*, Jan. 27], than it is to the precious and exclusive literary tradition which Mr. Spender attributes to Eliot. Miss Ward's concluding statement that "The Western citizen of today, if he is to face the world's crisis of freedom, cannot ignore the deepest ideals of his own free tradition" might stand as an epitome of Eliot's basic theme throughout all his works. Some evidence for this broader concept of "the tradition" is furnished by Mr. Kennedy's dramatic use of lines from one of the choruses in Eliot's "The Rock": ". . . here were a decent godless people: /Their only monument the asphalt road/ And a thousand lost golf balls."

It may be true "that we have nothing more to learn from nostalgia"—as Mr. Spender defines that somewhat slanted term—but it assuredly is untrue to imply that we have exhausted the meaning of "the tradition" as it is set forth in the "objective correlatives" of Eliot's poetic art, and in his "The Idea of a Christian Society."

JOHN A. STUART,
Lycoming College.
Williamsport, Pa.

I THINK Stephen Spender slights James Joyce's "Ulysses."

"No one rejoices because circumstances have made it possible to share the revelation of 'Ulysses' or 'The Waste Land,' or the Cantos," Mr. Spender writes. "All these works employ a modern idiom not as a great possibility but simply to express its squalor and destructiveness."

I *do* rejoice in sharing the revelation of "Ulysses": the continuity and monumental indestructibility of man's common (squalid, if you like) experience. Joyce saw life's ugly details as Eliot and Pound did, but he accepted them as they did not and built from them by means of art an expression of their beauty: their essential contribution to a great whole.

Mr. Spender implies that "Ulysses" is an aloof, critical, and negative book; but Joyce, like Molly Bloom, says "Yes!"

S. E. ABERCROMBIE, JR.
Atlanta, Ga.

THROUGH HISTORY WITH J. WESLEY SMITH

"I guess this string belongs to you, Theseus. I've been following it all through the labyrinth."

ART IN PHILADELPHIA

MY THANKS TO Katharine Kuh for her tribute to the art to be found in our city [*SR*, Jan. 27], so often regarded as a quasi-suburb of New York City with little to engage the quest for culture. I daresay that the lack of "the art of our own immediate times" will long appear relatively awkward, though the Philadelphia Art Alliance, another oasis in Philadelphia, to some extent attends to this matter. But if we always remain a generation behind, this is more than compensated for by the pleasant and relaxed atmosphere to be found in each of the museums mentioned, in marked contrast to the frenetic environment of the museums in New York. I sense an appreciation of this particular advantage in the article although it is not specifically described.

ALFRED M. BONGIOVANNI, M.D.
Philadelphia, Pa.

OUT ON A LIMB?

RE NICCOLO TUCCI'S last paragraph in his January 6 OFFHAND column, in which he criticizes the waste of Christmas trees:

As a tree farmer I'm qualified to say that Mr. Tucci has his facts all wrong. He seems confused about Christmas trees, as well as misinformed. The tree is not the object of worship at Christmas, merely a cheerful reminder at the celebration of the winter solstice that all nature is not as dead as it seems.

The cutting of Christmas trees does not deplete our forests, and if it fills any bank accounts they are not the tree farmers'.

Christmas trees are for the most part planted, not wild; those harvested in 1961 were set out back around 1950. So if Mr. Tucci plans a campaign against Christmas trees, it would be only fair to announce this to the growers ten years in advance. Usually, a tree farmer sets out a new stand of trees close enough together that the young trees shade out weeds and weed trees of no value. Christmas trees are harvested at a time when the stand is about to become overcrowded; if the farmer is lucky he may make enough from their sale to pay the taxes on the land during the years he's waited for a crop. Since the tree farmer must carry on a continual program of thinning, weeding, and pruning as necessary parts of his business, let's not shed too many tears over the fraction of his thinnings he's able to put on the market. If he couldn't sell them, he'd still have to cut them down and they'd lie and rot. . . .

FRANCES D. YATSEVITCH.
Windsor, Vt.

THE PRIVATE VS. THE ARMY

JOHN CIARDI'S concern for Private Robert H. Sorge's affairs [*SR*, Jan. 13] is not well based. There are many things for which a person may well fight for principle but Sorge has none of these. His refusal to take immunization shots is based more on ignorance or stupidity, or solely on cowardice, rather than on principle. Ignorance of the aims and methods of modern medical science is poor excuse for "standing on principle."

R. G. SCHIPF.
Carbondale, Ill.

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MUSIC TO MY EARS

Rhodes's Salome, Nilsson's Tosca—Igor Oistrakh

WITH most performers of Salome, career expectations relate to vocal condition—how long they can continue to sing Strauss's difficult score. With Jane Rhodes, the Frenchwoman who lately added her name to the Metropolitan's performers of the part, job security has more to do with inches and pounds, for it is the presently interesting relation of them that does most to make her an eye-filling if ear-trying embodiment of history's most loathsome egocentric.

In her youthful bearing, bright red wig, and peremptory pout, Miss Rhodes conveys valid suggestions of a teenager, if Parisian cinematic rather than Judean historic. She sustains this characterization well in the first half of the performance, which is reasonably restrained, becoming more calculating and mentally purposeful as the prophet's rebuke stings deeper. She makes clear that Salome has an evil design on Jochanaan well before Herod asks her to dance (she anticipates the script by wearing the veils under her wrap from the start), choosing the moment when he has offered her an unconditional reward to agree. And the dance itself was more graceful, at the start, than the average; but Miss Rhodes moves best when she moves least, and grace departed as she took one whirling step and then another.

If she was vocally unimpressive before the dance, Miss Rhodes was totally inadequate for a theatre of the Metropolitan's size after it. Her debate with Herod about the oath he had sworn (in her mangled German "eid" had more the sound of "aid") was petulant, not menacing, his capitulation hardly inevitable. As well as being small in size, her voice is limited in color: when she finally curled up with the head cradled in her arms, the voluptuous curve of Strauss's vocal line was thin and pinched, the compulsion of the scene not expressed by any new revelation of ardor, but by more of the old revelations of psuedo-nudity which most Salomes reserve for Herod. Miss Rhodes offered it, as an encore, in the blatant illumination of a spotlight.

Here, finally, at "Ich habe deinen Mund geküsst, Jochanaan," conductor Joseph Rosenstock gave Strauss his due and Miss Rhodes could not be heard at all (were he accused of drowning her out, he might have replied as Beecham once did on a similar occasion: "I did so in the public interest"). Previously he had shown her more than merited consideration, for one with his thorough knowledge of the score could have conveyed more of its fury and heat were he not, clearly, holding back. It was, otherwise, a familiar kind of Metropolitan "Salome" in the remnants of Donald Oenslager's quarter-century-old scenery, and with wear also evident in the voices which Ramon Vinay had to offer as Herod and Blanche Thebom as Herodias. Walter Cassel's range is short for the rolling richness required for the incisterned prophet which left William Olvis, as Narraboth, doing the best singing. Ralph Herbert's staging was well devised. As a full evening's entertainment, however, this "Salome" is shabby value at Metropolitan prices.

The values of the Rhodes Salome were reversed in Birgit Nilsson's first Tosca, which had abundant vocal power but little dramatic illusion. As a variant from her last "Götterdämmerung" Brünnhilde of but a few days before, Miss Nilsson's Tosca earns accolades for vocal versatility, but it was hardly Puccini's Tosca at all—vocally awkward, thick and oversized in sonority, without the nuance or flexibility to make the conversational line of the first act meaningful. Her power counted for more in the second act, but for such music Miss Nilsson's sound is overpowering and undermodulated. Franco Corelli's Cavaradossi and Anselmo Colzani's Scarpia were much as before, only louder—a condition which "conductor" Kurt Adler was powerless to influence, let alone control.

FOR this season's Rossini, the opera enthusiast had to seek out the Philharmonic in Carnegie Hall, where Thomas Schippers devoted half a program to the first act of "Le Comte Ory." Rossini wrote no comic operas after this one, though he had forty years of life in which to do what he wished. Apparently what he wished most was not to deal further with plots about a count disguised as a hermit who seeks the hospitality of a countess whose husband is off to the Crusades, but he made his valedictory a triumph of ingenuity as well as high spirits. This first act contains any number of artful new turns for patter phrases, extensions of melodic formulae into new equations of meaning, and everything else that adds to musical pleasure if moral turpitude.

The pleasures were marshaled purposefully by Schippers's baton, the style being one for which his aptitude was evident in his Metropolitan "Don Pasquale" of half a dozen seasons back. Among a young, mostly American group of singers, the pliant bass of Norman Treigle made the best effect in the unscholarly music of the count's tutor. Each of the others—Judith Raskin as the light-voiced countess (cousin of Rosina), Shirley Verrett-Carter as the amorous page, and Frank Porretta as his/her adventuring employer—performed well when not being required to pierce the vocal stratosphere which was a natural habitat for the exceptional singers of Rossini's time.

The indications from David Diamond's Seventh Symphony as heard in its introductory performance here by the Philadelphia Orchestra under the direction of Eugene Ormandy are that this composer's craftsmanship continues to accumulate as his discrimination sharpens. The bonding together of sonorous layers which make up the tough texture of his first movement is accomplished with the certainty of a master painter laying a texture on canvas, the achievement of a climax no less persuasive for being a dying fall rather than a rising shout. The slow movement is equally single-minded in its atmospheric intent, the ostinato finale suitably summarizing. It is, in short, what "a symphony" suggests—a musical discourse of a length to suit its materials.

The evening also returned Rudolf Serkin to the local concert scene after his season-long sabbatical in great, perhaps too great, spirit for the Beethoven No. 4 following a warmly phrased, beautifully integrated B flat Mozart (K. 595) Concerto. Clearly Serkin saw these works as complementary to each other (the last of the Mozart concertos, and the last of the Mozartian concertos) but he was a shade strenuous in some of the quieter moments of Beethoven. Bartók's "Portraits," with the solo violin well performed by Anshel Brusilow, completed an absorbing evening of music.

Also absorbing was Igor Oistrakh's introduction as soloist in the Beethoven violin concerto with the Symphony of the Air knowingly directed by Alfred Wallenstein. He is, altogether, his own man as a violinist, however much he may be his father's son as a musician. Suavity, sonority, a lustrous command of color and nuance are the outward marks of a violinistic gift not only rare but soundly disciplined. He retrieved one memory slip of his own (in the first movement) and a failure by the horns (in the larghetto) without sacrificing mood or jeopardizing command. Nor could any soloist, however eminent, ask more in collaboration than Wallenstein provided. —IRVING KOLODIN.

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SR GOES TO THE MOVIES

The Novice's Story

LUIS BUNUEL's "Viridiana" is as bold a film as has come to us recently, filled with erotic and religious imagery, perhaps deliberately paradoxical so far as its meaning is concerned, and yet clear and uncompromising in the march of its incidents. If its implications were religious alone, it might be regarded as the chronicle of a young woman's fall from grace, but Bunuel has never been known for his adherence to doctrine. He would seem rather to be dealing with the theme of the corruption of innocence, as Viridiana, a novice in a Spanish convent, makes what she supposes to be her final encounter with the world before taking her vows. That world—a vaguely contemporary one—is the world of a religion-dominated Spain, but it is also one in which the hierachies have begun to lose their definition. Something is rotten, in other words, and Viridiana can only struggle vainly against the prevailing corruption.

She visits her uncle Don Jaime, a widower who lives on a large farm that is going to seed, and he sees in her the living incarnation of his dead wife, for whom he still has a necrophiliac kind of worship. Viridiana is beautiful, a young woman whose innate passion has been turned toward religious symbols. The large wooden cross she keeps with her is implied by Bunuel to have both a religious and a phallic significance, her pious laceration (she sleeps on a crown of thorns) to have a basis of masochistic eroticism. In this strange atmosphere, the events take on a diseased quality. Don Jaime's twisted desire for the girl leads him to attempt her seduction while she is asleep, and afterwards, profoundly guilt-stricken, to destroy himself.

Even stranger events follow. Viridiana, obsessed by guilt, too, takes it upon herself to rescue a group of diseased beggars. She puts them up at the farm, which she shares with Don Jaime's son, a young, easygoing materialist who has brought his mistress with him. In the film's climactic scene, a wild and shocking orgy of the beggars occurs in the handsome dining room of the main house of the farm. It is a stunning sequence pictorially, obscene and brutal, a chillingly observed parody of "The Last Supper." The impact of innocence upon the corrupt has resulted in a greater corruption, in extremes of behavior which at last victimize Viridiana, who has been foolish enough, even blasphemous enough, to look, upon herself as a provider of salvation. Ravished, humbled, she joins the world, no better now, no worse than those she has held herself aloof from.

This summary hardly suggests the emotional force of the film; for within the framework of the incidents are seemingly minor details (a crucifix opens into a knife, Viridiana burns her cherished crown of thorns) which build a powerful atmosphere. Disturbing, too, is the implication that, unless controlled, the destructive forces in human nature will emerge, that the fate of purity is profanation, that beauty breeds possessiveness. There is a suggestion that a rigid, encrusted religious system cannot cope with these forces, and that sicknesses within society are not the business of individuals, but of society.

If the film were less well made, if it were not so strikingly written and directed by Bunuel, it could be dismissed as sensationalism, with a too easy emphasis on the sexual elements. But its artistry is unquestionable. Bunuel has touched on these themes before—on sexuality, religion, irrational violence, and death—but never so well as in this case. And curiously, it derives force from the omission of a final, messagelike statement. It is left to us to find its meanings. The acting, by the way, is impeccable. Sylvia Pinal, as Viridiana, continually suggests the banked fires of a young woman caught between religious and carnal desires. Fernando Rey, as Don Jaime, is pathetic as he indulges in his middle-aged fetichism; Francisco Rabal, as his son, has a handsome arrogance.

The film, made in Spain, won last year's Grand Prix at Cannes, was immediately banned in the country of its origin, and the Spanish government was also successful in having the film banned in France. Perhaps the Spanish authorities saw into it too deeply. Films that deal with the spiritual and sensual diseases in individuals and societies are not, in themselves, necessarily corrupt. Nor is this one. Bunuel has dealt with life passionately; this, after all, is what we ask of artists.

NOTE: Edward L. Kingsley, the American importer of "Viridiana," died suddenly on January 31 of this year. For many years he had exercised notable taste and judgment in the importation of films from abroad, and helped spread the audience for foreign films of excellence. He will be missed.

—HOLLIS ALPERT.

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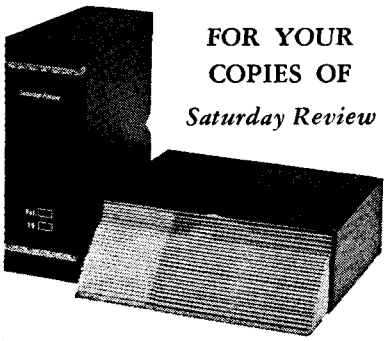

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BROADWAY POSTSCRIPT

Aspic of the Novel

TO ATTEMPT a stage representation of E. M. Forster's novel "**A Passage to India**" is to fight the battle of the human heart against the limiting conventions of the theatre. For Mr. Forster's genius is his ability to take you so slowly and artfully through long chapters that the action is put in new relationship with the desperate struggle of his characters to fight their way out of self-inflicted restrictions. Indeed, Mr. Forster often suggests that actions are in some mystical way the product of an unconscious resistance exercised both by people and places to preserve the ecstasy of harmoniousness. However, when one turns such a novel into a play, the picture-frame stage and the necessity for abridgement tend to place the emphasis back on the action, and to make the natural seem contrived. Thus it is a tribute to Santha Rama Rau, the adapter, that the play is able to retain some genuinely compelling moments in what must generally appear a thin and not very conclusive parody of British colonial injustice.

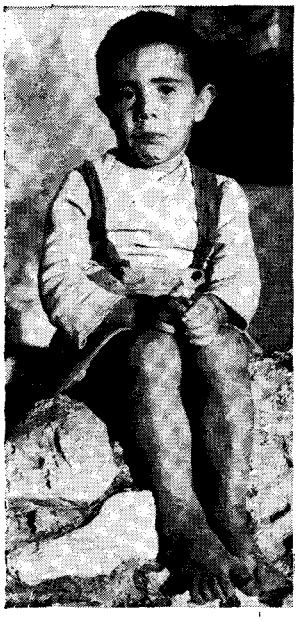
Oddly enough these moments, when the play comes most alive, are interjections that do not move the plot forward at all. For instance during the first-act tea party in which the Indian, Dr. Aziz, is frantically trying to give his love to three partially emancipated members of the British ruling class, the action pauses for a lovely song chanted quietly by a proud and reserved Hindu guest. Later in the story, after Dr. Aziz has been arrested for assaulting a plain young Englishwoman in the Malabar Caves, there is a powerful self-revelatory speech by an elderly English lady, as she describes her mysterious and personal reaction not to the criminal charge, but to the experience of visiting the caves. And during the final trial scene, there is a moment when the anguished Aziz, standing in terror of his probable destruction, receives a stroke of bad news which has no effect upon the trial, and which should stir more grief among the British than in an Indian. Yet it is Aziz who becomes suddenly inconsolable.

But the majority of the play is too literal a retelling of the facts of a story which appears to be little more than a minor colonial incident in the now ancient history of British-ruled India. Furthermore, this type of narrative play fails to give a fine cast much opportunity to act. Eric Portman plays the friendly professor, who splits with his own people over the incident, in a manner that is distraught and dissociated from the beginning. Gladys Cooper as the visionary Mrs. Moore has only one important speech, which she rises to magnificently. Zia Mohyeddin stays on one frenzied note as Aziz. Anne Meacham creates for us such an amusing caricature of the proper young lady who quails at the thought of "having breasts like pomegranates" that we find it hard to sympathize with her as we should in her courtroom dénouement. And as her smug fiancé, Louis Edmonds is more amusing than sinister when he interprets the result of an act of generosity by Aziz as an example of the Indians' inability to look after themselves.

Rouben Ter-Arutunian's imaginative first-act setting is the loveliest of the season, suggesting as it does the great age and glorious serenity of India, which unlike the British Empire does not run on proverbs of caution and frugality. Indeed, this comparison between an esthetic but weakened civilization and the practical but inhibited people who govern it seems much more the theme of this ambitious but only partly successful play than it did of one of the twentieth century's finest novels.

Another new play, William Archibald's "**The Cantilevered Terrace**," boldly accepts the impossibility of its task, and manages to remain provocative and interesting through two hours of nothing but talk by its six characters. Its theme, if I guess correctly, is the decline of the American aristocrat, who is being destroyed by inbred ineffectual offspring with the aid of an opportunistic middle class. The aristocratic elders, Mr. and Mrs. Perpetua, are gracious and elegant beings who are cruelly candid to others but foolishly sentimental about themselves. As Mrs. Perpetua, Mildred Dunnock performs with such shimmering total awareness that she can at one moment face her Negro maid and say, "The musical comedy stage has allowed your race too much encouragement," and at another gently chant, "Mary's boy-child Jesus was born on Christmas Day," and make both credible. Fortunately the play itself, being an allegory, doesn't need to be credible or even explicable. It is sufficient, perhaps, that Mr. Archibald can create such an enchanted terrace for his disenchanted characters.

—HENRY HEWES.



Peter was sent to live with relatives last year because his family was unable to provide for him. But his parents could not bear the separation and now Peter is back home. The 6-year-old Greek boy faces winter without the clothes he needs. But Peter never complains. He knows that his parents cannot afford to buy him any clothing.

Peter's father is a good fisherman but has no boat. He works seasonally as a day laborer. His mother hires out as a field hand. Their combined earnings are $17 a month. Peter's parents endure many supperless nights in order to give Peter and his three brothers a little more to eat.

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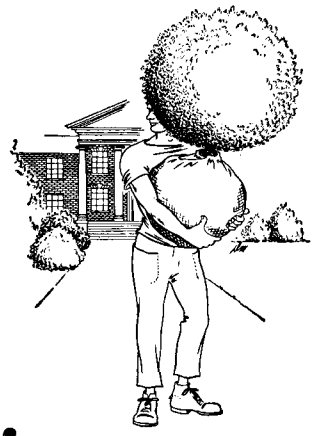
The Tocqueville Package

THE ART of the educational broadcasting "package" reached a new high with the recent release of an album of LP records, books, and discussion and reading guides, all based on "Democracy in America," Alexis de Tocqueville's enduring classic which examined and evaluated this nation's new, republican form of government during the Age of Jackson. NBC Radio is currently premiering the records in a series of fourteen half-hour broadcasts on Wednesdays at 8:30 p.m. "The Happy Republic," a 640-page reader in Tocqueville's America (a Harper Torchbook), is on sale at bookstores, as are Vintage and Shocken editions, each in two volumes, of the French aristocrat's original work. Thirty-five dollars plus shipping costs will bring these items in the mail, along with the guides for students and discussion participants, from the American Foundation for Continuing Education, 19 South LaSalle Street, Chicago 3, Illinois. Let's hope that, sparked by this broadside of excellent materials, there will be a major Tocqueville boom in high schools, colleges, and adult education groups. The perceptive count saw democracy's dangers clearly in 1831, but he was unshaken in his optimistic belief that America had invented new institutions which could (if properly employed) remedy its ills. He would have approved of this manner of studying the past to modify the present and future.

Behind the package is a massive organizational achievement involving the unhappily liquidated Fund for Adult Education (Ford Foundation), New York University, the Canadian Broadcasting Corporation, the Broadcasting Foundation of America, the National Educational TV and Radio Center, and the Spoken Word record company. The project was begun in 1953. It languished for a time, and was eventually revived and completed at an estimated cost of $120,000, largely provided by the FAE. The project's chief architect was George Probst, American historian and veteran educational broadcaster. He made a remarkable one-man research foray into the literature of the 1830s to provide the material for the fourteen dramatizations which he wrote with Lister Sinclair, a top-flight Canadian radio author. Mr. Probst also edited "The Happy Republic" and wrote extensive introductions to its fourteen chapters, each of which is keyed to a recording in the LP series. The selections in the reader are from the writings of thirty-one Jacksonian Americans and eleven foreign travelers to America in the 1830s.

It is this magnification of Tocqueville's essay by the accounts of other visitors to America who were his contemporaries, and by the data drawn from keen native observers of the period, that gives the impressive work its unique flavor and marks it as a piece of highly creative historical broadcasting. By using anecdotes, speeches, and conversations, and by introducing narration, dramatic vignette, flashback, and a small universe of actual and composite individuals — all competently woven in the old radio art form of music, sound effects and actors — Probst and his associates at the CBC summon up some moving images of the youthful nation.

No commentator on the "Democracy in America" series could fail to note that for so red-white-and-blue a venture, Mr. Probst had little choice but to turn to the Canadians for the execution of his sound broadcast project. NBC does well to air the series (at no cost to itself); but the "enlightened self-interest" of American commercial enterprise, by which Tocqueville set such store, has failed to keep alive radio's unique art, perhaps to the loss of our cultural development. Except for British, Canadian, United Nations, and occasional Australian imports, we have no sustained creative sound broadcasting in this country. A small weakness in the scripts by Sinclair and Probst is that all Americans depicted appear to be well educated and highly literate. Tocqueville's hopes for our educational system have not been realized in a majority so literate that it will overwhelm those who will measure its NBC audience. But this is a most durable series, and other radio stations may have it free for the asking. So may the United States Information Agency, if it wishes to impress our foreign audiences with the fact that we are mature enough to look at ourselves through the eyes of a critical Frenchman. All-India Radio has requested the series. Meanwhile, here in America, history teachers ought to give serious thought to using the complete "Democracy in America" package to awaken in students a searching awareness of the promises and problems of American democracy in the age of Cold War and hot space. —ROBERT LEWIS SHAYON.



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BANGKOK.

SPRAWLED on its dusty plain, alternately baking and freezing with the seasons, and waiting for the travelers who pause momentarily on their way from east and west, Teheran is today's oasis. On a sandy hill north of the city Hilton the innkeeper is finishing a shelter for wayfarers, a 206-foot tower with fifteen floors of guest rooms, bars and pools, sun terraces and tennis courts. In the dark of night two planes, each bearing the flags of Norway, Sweden, and Denmark, meet on the tarmac at Teheran where caravans now drop out of the sky to rest and refuel. One plane has wound its way down from Copenhagen through the cities of Western Europe, then struck eastward out of Rome on its way to the Orient. The other one, up from the hot lands that lie beyond Persia, is headed home to Scandinavia.

On the eastbound jet the stewards pass out the menu displaying the offerings that are dispensed all the way from

—*H. S.*

New discovery—To go with its Emerald Buddha and its Reclining Buddha, Bangkok now has an idol in solid gold. The five-ton treasure was discovered recently when a vigorous monsoon washed away the stone covering that had hidden it for centuries.

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Copenhagen to Tokyo. The run from Teheran, south of the Caspian Sea, to Karachi at the delta where the Indus spills into the Arabian Sea, allows time for nothing more than *smörrebröd Danoise* and coffee. In two hours and ten minutes we are down in Karachi, but the only contact with Pakistan is the two bearers who set up a coffee and refreshment stand on the runway in the chill night. Pakistan, like Persia, keeps transient tourists out of its waiting rooms. There is no image, no reflection however fleeting, here in this chill quarantine. Eventually one is shuttled back aboard, the doors close, and SAS is airborne again, floating onward across the shoulder of India and the Bay of Bengal. I am shaving when the voices come on in English, French, Danish, and Japanese to say that we are over Rangoon. *Tant pis.* We are too high to see anything anyway. Four hours and fifteen minutes out of Karachi and we are down in Bangkok. It is eleven in the morning and it is hot. Through the night there has hardly been time for much more than a cat nap and I am having some second thoughts about the jets. Perhaps taking out the berths was a hasty move, to be regretted now in the abbreviated leisure that is left to any jet explorer who seeks to circumnavigate the globe.

It is a warm Sunday in Bangkok and a labor gang of women, strangely tall in their straw lampshade hats, are at work on a runway, bending and digging, weaving and swaying like a surrealist ballet. Don Muang Airport has been brought almost up-to-date although why they picked a site so far out of town continues to perplex me, since one may drive fifty miles through the rice paddies before encountering the first hill. But there it is, and two dozen airlines use it now, and it is handling six times the number of passengers who came and went in 1954. There are signs that Thailand is not merely suffering tourists the way it was when I was here three years ago. Now it fairly encourages them. Last March it organized a national tourist office, installed it, under the baton of a smiling Siamese major general named Chalermchai Charuwastr, in an imposing palace on the Sri Ayudhya Road. As tourist headquarters go, it has no equal on any continent. Opening it last spring, Field Marshal Srisdi Dhanarajata, the nation's prime minister, had some mature words to say: ". . . the benefits from the tourist industry which will accrue to the state are not in any way direct revenue to the treasury, but will appear in the form of income to people in many walks of life. Some of this income will inevitably be invisible. But above all the tourist industry can have a very significant part in making known to the

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world our traditions, culture, and the virtues of the Thai people which will invite consideration and esteem for the Thai nation. This achievement will indeed be more precious than bank notes and coins."

Despite this lofty pronouncement and purpose, there are signs that the Thais, in their new tourist posture, appreciate bank notes almost as much as high purpose. The new Rama Hotel gets $18.50 a day, plus 10 per cent service charge, for an agreeable but not extraordinary double room without a view, a rate that makes it almost twice as high as the better hotels in Tokyo. But it is a vast improvement over the Erawan, first of the luxury hotels in Thailand, where, on my visit three years ago, the mosquitoes were flying sorties through the lobby with the persistence and the vigor displayed by the Eighth Air Force in the Second World War. Messages in those days apparently had to undergo an aging process and frequently remained undelivered until three or four days after they were received. Whether things have improved at the Erawan in Bangkok's awakening I cannot say, but the Rama functions in crisp, air-conditioned style, and the coffee shop is an absolute replica of a stateside model, albeit catered by demure, ever-smiling Thai waitresses.

Its barbershop is one of the handsomest on two continents, lined with mosaic tiles, each chair facing an individual mirror encased in a fanciful Siamese gold frame. There are two arcades of shops filled with jewels and silks, and ranks of cabs wait inside the underground parking garage to take travelers off to see the wonders of the East. The wonders include anything from a tour of the wats to a visit to the massage parlors, the opium dens having closed only a few years ago. An enterprising cab driver who trapped me as I wandered through the arcades one evening offered to take me to see any of these attractions, and when I declined, he cleared his throat and said, "You like maybe see brue movies?"

Taxis dispatched from the Rama's underground garage operate on a flat rate now, although they do exact a premium, presumably in compensation for having learned a smattering of show biz slang. Guides dispatched by the World Travel Service, operated by an American-educated manager, appear in white uniform shirts and caps. There is even a new stop on the tourist circuit, the Wat Traimitra, hitherto used

—*H. S.*

Morning market—Vegetable vendors move along the klongs in Bangkok. The waterways have been the streets since the capital was established here in 1767, when the site was a muddy Chinese trading post. Only after foreign emissaries complained did the king install some sidewalks where the Europeans could take the air on foot.

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by the rich Bangkok Chinese for the cremation of their dead. But the way the story goes, or the way the guides tell it, there was a stone Buddha which for many years had cluttered the yards of the East Asiatic Company's sawmill. When the company decided to enlarge its operations, the Buddha was in the way, and the company appealed to the government to remove it. It was offered to many temples, but all refused, insisting it was too heavy. Finally the Wat Traimitra agreed to accept it, and it was removed to its grubby grounds where it remained for two years. During the June monsoon an all-day rain cracked the stone overlay of the unwanted Buddha and underneath the monks perceived an unmistakable gleam. When the coating was removed the Wat Traimitra had a five-ton Buddha of solid gold. It had been put together in sections which could be removed by a hidden key. Lest some irreligious Thai be tempted into an unworthy act, the government has had the whole piece soldered together. For good measure a guard is mounted after five each night. How did the Buddha get that way? The most plausible theory suggests that during the sixteenth century Burmese and Cambodians threatened the Thai borders in the north. Villagers were asked to invest their wealth for the common safekeeping. The gold was melted in the communal pot, the Buddha cast, disguised, overlooked, and finally forgotten. What the wats are wondering now is how many communities took the same course, and how many stone Buddhas are really gold underneath. A new interest is stirring among the collectors.

For the fresh graduates of Bangkok's new guide school, operated under the direction of the Arts Faculty of Chulalongkorn University, the Solid Gold Buddha has taken its place among Bangkok's long list of attractions, which include the famed Emerald Buddha and the Reclining Buddha, a long catalogue of wats, and the Giant Swing, a red gate given to Chulalongkorn by the son of Anna Leonowens, whose teaching days in the court of Siam made book, movie, and show. By Brahmin tradition a swing under the red gate, which measures 135 feet high, is enough to ward off evil spirits and bring good fortune, but the ornament was getting so rickety that a swing could also bring a broken neck, and it has been decorative but inoperative since 1935.

As for the Reclining Buddha, which I hadn't seen on my previous excursion here three years ago, it lies in residence, or in state, I'm not quite sure which, in Wat Po. Reposing on its side, the figure is some 150 feet long, the head fifty feet from the floor. Its enormity aside, perhaps the most startling

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thing about it are its feet, with which one first comes face to face. The prints of the toes are whorls of mother-of-pearl and each sole has enough acreage for some forgotten artist to have engraved the wheel of law and 108 pictures in oyster shell and mother-of-pearl.

The Royal Palace compound, laid out long after the Reclining Buddha took up its position at Wat Po, is nearby and contains a myriad of colorful sights on which I have previously discoursed (*SR*, Apr. 11, 1959). Not the least of them, to be sure, is the Emerald Buddha, which is not emerald at all, but jasper, and is believed to have "come to light," as they say in historical circles when the going gets vague, about 1434 when a flash of lightning revealed it lying in a pile of rubble. The circumstances, you will have to admit, are not much more unreal than the recent discovery of the Solid Gold Buddha. The Lao, who seem forever to have been on bad terms with the Thais, stole the Emerald Buddha, and it remained enshrined in Vientiane, a city currently in the news, until a Thai general returned it in 1778. Despite its present location, the Emerald Buddha is equally venerated by the Cambodians and the Lao, and it holds such a position of esteem in Thailand that the king himself mounts the altar three times a year and changes the idol's clothes.

Cater corner from the king's palace and across the street from the Royal Turf Club is the handsome park of the Marble Temple. The roof is in traditional Thai style with its gilded dragon eaves and brilliant tiles, but the marble base was imported from Italy by King Chulalongkorn, whose ashes are buried inside. Despite the seeming disparity of styles and materials, the Marble Temple was a joy to my eye, and I must say I was delighted to hear it referred to later as the Taj Mahal of Thailand. There is no tonic for one's soul more nourishing—unless it be a chilled coconut served in a hot Thai wat—than a reaffirmation of one's taste.

During waxing and waning moons, monks mount the throne and chant from the scriptures, which are engraved in Thai on palm leaves. The Lord Patriarch—my guide put me off somewhat by referring to him as the Lord Patriot—who is religious chief of Buddhism for Thailand, sits under a triple-tiered parasol of white and gold. A man of some wordly interest, the Patriarch recently visited the United States, a trip that was made somewhat difficult for those who accompanied him by the ecclesiastical circumstance that monks may neither handle money nor help themselves to food.

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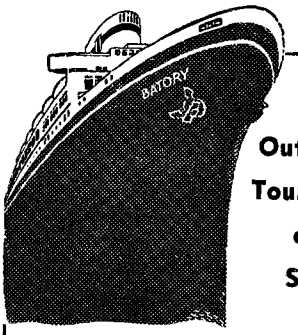

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Burmese, and Thai in all sorts of attitudes, each labeled in English, reside in the Marble Palace and offer a short but practical course in religious art.

Travelers in town on Saturdays and Sundays will find the enormous expanse of the Pramane Grounds teeming with a public market featuring orange canaries, tapioca balls, withered pepper and onions, square chunks of green tobacco-like pieces of lawn, fermented pork wrapped in lotus leaves, and watermelons the price of which includes a sling in which to fetch them home. The market disappears during the week and the grounds are turned over to athletics. When kings die, they are cremated here.

From April to June, there is no sport more compelling than kite fighting on the Pramane, a sort of airborne battle of the sexes in which small, artful female kites are pitted against giant males which must be put aloft by a team of handlers controlled by a whistle-tooting coxswain. The Thais, who like to box with their gloved hands and bare feet, also pit fighting fish against each other, and stage matches between two butting bulls, or even a pair of crickets.

In political fervor the Thais are staunchly pro-Western, to such an extent that the neighboring Cambodians, with whom they are currently on the outs, have called the country a satellite of the United States. While Cambodia is antiseptically neutral, which means it will take aid from either side, Thailand is the home base of SEATO, the Asian counterpart of NATO. An American military advisory group is located here, and its headquarters include, like all Thai buildings, a spirit house which I must admit rather startled me, as it is painted red.

Despite its present alliances and the allegations of its neighbors, Thailand has never been a colonial vassal of any European state, having threaded its way through the political gorges since the thirteenth century, when the first of the Thai princes broke away from the Khmers of Cambodia and established a state called Sukhothai, or the Dawn of Happiness. There is a stone in the national museum, believed to be the earliest written record of Thai script, inscribed in the late thirteenth or early fourteenth century with the upbeat words, "This Sukhothai is good. In the water are fish. In the fields is rice. The King takes no advantage of the people. Who want to trade, trades. The faces of the people shine bright with happiness."

Despite all this cheer, Siam's history shows a record of turbulence no better than the nations of Europe, and it was constantly at war with the Khmers of Cambodia, with Laos and Burma. The

(*Continued on page* 48)

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capital at Ayudhya was sacked by the Burmese in 1569, largely because the Thai king refused to give the Burmese king one of his white elephants. When the Burmese, one of whose more placid descendants is now Secretary-General of the world's peacemaking body, wrecked Ayudhya again in 1767, the capital was moved, first to Dhonburi, then across the river to a muddy Chinese trading post which grew into Krung Thep, the City of the Angels, known now as Bangkok.

Moving a city wasn't a large undertaking, since it meant that the people and the government would merely hoist anchor and pole their houseboats downriver. The klongs became, as they remain today, the city's streets. The king built a wall encircling the klongs and the houseboats, and in the center he built his own forbidden city or palace grounds which no intruder outside of the court could enter without escort.

Escorted by a guide, any traveler can breach the fastnesses of the forbidden city these freebooting days, to gaze upon the incredible collection of golden spires, enameled Yak warriors, and sparkling temples that is the true historical treasure of Siam. The klongs, now a morning's excursion on the traveler's circuit, are still a maze of floating markets and vendors who, under the canopy of their lampshade straw hats, paddle up and down the streams, past the teak houses on stilts, the hanging orchid pots, the ladies bathing, the laundry women and the betel-chewing grandmas lolling on the mats in the cool of the shade. One of the most splendid of all the klongside houses is the private residence at 6 Soi Kasemsan II of James H. W. Thompson, the American ex-major who revived the art of Thai silk and sent it for the first time into the Western markets. Thompson's compound, just across the klong from a village of weavers whom he employs, comprises six old Siamese houses bought upcountry, dismantled and rearranged to make a main house and servants' quarters. Done with exquisite taste, the house is also a museum of Thai and Burmese pieces which Thompson has collected. In the interests of a local charity the house is now open several times a week, and Thompson recently willed it to the Siam Society. Unfortunately, in the gruff, shouldering ways of progress, the government has recently announced its intention of tearing down the weaver's village across the klong, to make room for a low-cost housing project.

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the once forbidden city, and the glory of the Siamese kings from Chulalongkorn through Yul Brynner. On the day I was in Thompson's shop a former Thai queen was, like me, running up a formidable bill, and the sales staff was still throbbing over the visit on the previous day of the reigning queens of Thailand and Denmark. The two royal ladies had on the same day also visited Thompson's biggest competitor, the shop operated by the wife of the prime minister.

Besides silk, Bangkok dazzles the visitor with showcases of rings, earrings, and cufflinks glistening with rubies, sapphires, and zircons piled into shapes that resemble ceremonial Thai headdresses. Chinatown sells gold belts more popular with Thai women than tourists, and the hotel arcades offer temple rubbings, silver boxes that will make brilliant evening bags, and beautifully executed models of the royal barges that still on occasion sail the klongs.

Loaded with culture, history, and purchases, I moved off one day on that long ride to the airport, past the paddies and the water buffalo, to catch the plane that would take me to the celebrated ruins of Angkor Wat. Progress, I was disappointed to find, had also brought Thailand an airport tax, that inhospitable invention of the Europeans. It had not, however, brought any improvement to that hopeless jumble of exit procedures where, in a seemingly final display of helplessness, the immigration officers throw the visitors' passports on a counter, first come, first served, and lucky is the man who gets his own.

The Cambodians and the Thais, as has been their custom for 700 years or so, were on chilly terms during my time in Bangkok, and neither Thai International nor Royal Air Cambodge was permitted to send its planes into the opposing nation's real estate. That left Air Viet Nam, whose Viscount, for that day at least, had been replaced with a pair of DC-3s. On board I found an American newspaperman and his wife on vacation from their base in Tokyo, a doctor from Omaha just in from a seventeen-hour boat trip down a Borneo river and still wearing his safari jacket, and a pair of frenetic French girls, their heads young and addled, who were a perfect Gallic take-off of Kimbrough and Skinner in darkest Asia. With that mixed bag, the venerable plane, somewhat to my surprise, rose into the air, and set a course for the disputed border in search of heavens only knew what high adventure and archeological bonbons waited on the far side of it.

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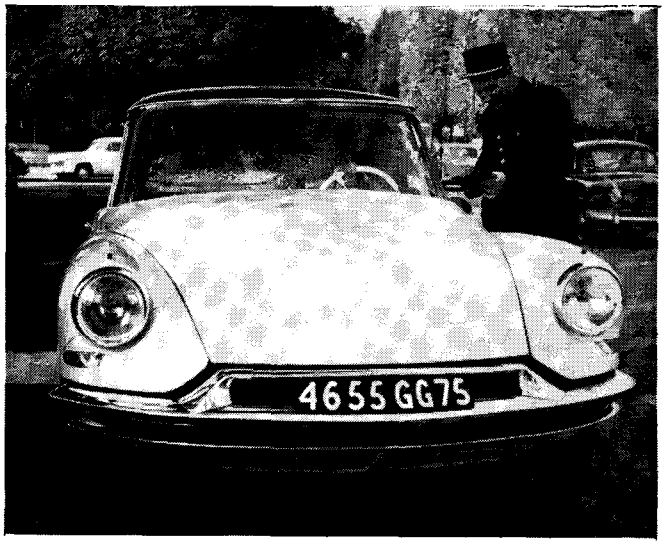

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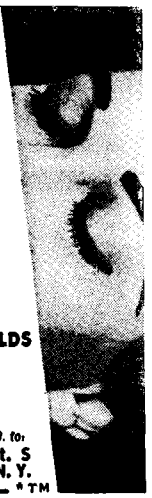

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Ici On Parle Pugo

THERE is no magic formula for dispersing guides, but the Pugo-Togo Technique has been travel-tested in the National Museum of Naples, which makes it a good bet *anywhere*.

The National Museum contains approximately 185 rooms, in each of which is a "custodian," a charming Italian euphemism for "guide." These custodians protect the art treasures, but at the same time pick up pin money explaining the names of works of art to tourists. That is, unless the tourists can say "No" with conviction. While many of the custodians are linguists unparalleled, not one seems able to understand the English word "No."

A quick shuffle of your abacus will reveal that you can't dismiss a guide with a shrug and a ten-lira note. Multiply ten by 185 and you have quite a stake in the National Museum. In the words of the famous Italian proverb, "*Il non principio est, est il lira.*"[1]

And that is why Pugo-Togo comes in handy. Let me illustrate how it works with this first-person narrative. My husband and I had traveled happily[2] through the early Greek rooms and, giddy with success, were embarking on the Second Century B.C. Roman room when "Just call me Al," as he identified himself, swung jauntily over to us. As the only tourists in the vast room, we probably looked like easy lira.

"Hello there, Yonkees," he breezed, heady with anticipated conquest. We held our positions without flinching. This is a *key* anti-guide maneuver: *Never let the guide know what language you speak.*

"Hello there," by this time he had circled and was coming in to land. We smiled blankly at him, looked questioningly at one another as if to ask "What did he say?" and then peered past him at a framed mosaic. He turned to look too.

"That's a mosaic of Pompei," he volunteered magnanimously. This wasn't exactly news, as the placard beneath the frame said in large lettering "Pompeia, mosaica," but it did prove that Al could read.

Eyes still blank, we murmured "Pugo" and proceeded to the next painting.

"You American?"

We continued to smile uncomprehendingly and said "Togo."

"You English? I speak English too." Again we smiled, ever so vaguely, and repeated "Togo." Then, speaking

[1]"It's not the principle, it's the lira."
[2]Meaning guidelessly.

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rapidly to one another, we said "Luzon Davao Cebu Mindanao Iloilo Tuguegarao Dumaguete,"[3] and then each walked to opposite sides of the room. This might have created a problem for a less resourceful guide, but Al worked both sides by hopping from one to the other of us to ask "You French? *Parlez-vous français?*" We continued to say "Pugo" or "Togo."

"Parlez-vous russe? Anglais? Svensk? Allemand? Sprechen-Sie Deutsch? Habla español?" Finally, as we neared the door, he saw all chance of extra lira slipping away, but still his curiosity persisted. Taking pity, we mumbled one word: "Filipinos." Then, as we exited, we smiled the same glazed smiles and said a final "Pugo." Rising magnificently to defeat, Al doffed his official cap and sighed a good-natured surrender, "Togo."

We are grateful for several years spent in the Philippines. We never really mastered the language, but we can reel off unusual-sounding place names at will, and we did meet some interesting people. Among them were two comedians, known as the Laurel and Hardy of the Islands, who went by the names Pugo and Togo. We often wonder what Filipino tourists think when they find themselves in Room XVIII of the Museum, greeted

by an Italian guide with the word "Pugo" and bade a cordial farewell of "Togo."

A quick study of a world map will yield all kinds of exotic place names. Rattled off rapidly, they are practically guaranteed to sound like some rare esoteric language. Don't worry about mispronouncing the names; errors might even improve the flavor. Siamese and Indian names are especially rewarding, but the fertile landscape of Indonesia must not be overlooked. A few words of Urdu work wonders almost anywhere.[4] Certain guide-wary travelers won't go anywhere without large signs pinned to their shirt fronts, with the message: "I don't speak English, *je ne parle pas français, Ich sprich kein Deutsch.* Besides I am penniless, Please go away." Theoretically this would be an unsurpassable—though extreme—guide-proof technique. That is, it would be if more guides could read.

—PATRICIA K. BROOKS.

[3]Translation: Luzon, Davao, Cebu, Mindanao, Iloilo, Tuguegarao, Dumaguete.
[4]You'd be wise to avoid it in Pakistan.

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EDUCATION IN AMERICA

Education Editor: PAUL WOODRING
Associate Education Editor: JOHN SCANLON

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Slow Learners

EVERY school has some pupils to whom the euphemisms "slow learners," "backward," "retarded," or "non-verbal" are applied, and the public school, committed as it is to providing opportunity for all American youth, cannot escape its responsibility for this group. Except for the few who end up in institutions for the feeble-minded, all these boys and girls will become adult citizens eligible to vote, to sit on juries, and to hold office. Many will become parents. All will be required to make the decisions required of free men in a free nation—the decisions required in planning a good life and in conducting it properly. For this they must be educated to the upper limits of their capacities.

Because individuals differ there will always be some slow learners just as there are some children who cannot run as fast or jump as high as others. No accurate statistics can be given because the size of the slow group depends entirely on where we choose to draw the line. Because "norm," as the word is most commonly used by educators, means average, half will always be "below the norm" but the number of children requiring special attention is much smaller. In one school it may be fewer than 5 per cent—in another it may be 20 per cent or more. These are the boys and girls who, in a school in which universal promotion is the rule, cannot comprehend the discussions of their classmates, cannot, even with maximum effort, do the assigned tasks, and cannot read the books usually assigned to those of their age.

After a half-century of investigation, psychologists still disagree about the relative importance of genetic factors versus early environment in determining differences in learning capacity but it seems clear that both play a part.

Slow learners appear most frequently in groups whose home environment affords restricted opportunity for intellectual development, but some of them appear in families in which both parents and siblings learn easily. Some retarded children may show improvement if their environment can be dramatically improved (as by adoption into a more stimulating home) but they cannot be made into fast learners merely by increasing the motivation or by even the best possible teaching. No one who has worked with these children believes that their problems can be solved merely by setting higher standards within the conventional curriculum. They need programs tailored to their special needs and these must be so planned that the slow learner can proceed at his own best rate without holding brighter children back. Many school systems now have such programs, but many others do not.

There is no reason to believe that the percentage of slow learners has grown with the years—they have always been with us and have been observed from earliest times. But until recently the schools had a simple solution for dealing with them—they were allowed to "fail" in school and to drop out and go to work at an early age. This solution is no longer feasible. As a result of urbanization, industrialization, and child labor laws, the child who drops out of school today can only roam the streets and get

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into trouble. The schools must find ways of dealing with him effectively.

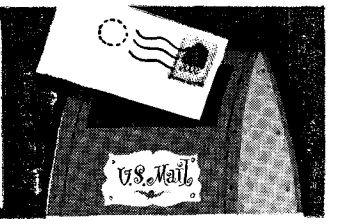
Careful diagnosis is essential because the program designed for those of low intelligence is not appropriate for children who fail to learn for other reasons. If the failure to learn is the result of defective vision or hearing, the child obviously should be referred to the proper specialist but he does not belong with the slow learners. If the failure stems from emotional difficulties the problem is one for the school psychologist or a psychiatrist. If a child's intelligence is high, but he refuses to do his school work because of boredom or that vague trait called "laziness," he may be better off in an advanced class where his interest will be properly challenged. But these exclusions will leave a considerable number of children for whom low intelligence or inability to learn is the primary problem. Most of these can, with the right kind of instruction, be taught to read, to gain some understanding of the elementary subjects, and eventually to become happy and usefully employed citizens who can take their place in the adult world. But their pace of learning will be slow.

Although many schools still "fail" or "hold back" some children for a year or two, this does not solve the problem of the child whose capacities are several years behind those of his age-mates. If he repeats several grades he finds himself in a classroom with much smaller children, where his presence creates problems for both children and teachers.

Individual instruction or tutoring is too expensive a solution to be feasible in most schools. The programs most frequently found in schools that have made a vigorous attack on the problem include special classes that group together a number of retarded children of roughly the same age, provision for three or more tracks on which children move forward at different rates, and ungraded plans which also provide for variable rates of progress without introducing the concept of failure, which can have a traumatic effect on a small child. None of these programs requires that the backward child be separated from brighter children for social activities or for all periods of the school day, but they allow for his limitations.

There is legitimate debate as to which of these solutions is best in any particular situation, but it can be said with some assurance that any school which uses none of them—which makes no special provision for the retarded child and moves him on through school with brighter children of the same age and expects him to learn what he cannot—is not providing equality of opportunity and is not doing justice to either bright or slow children. —P.W.

Letters to the Editor



CAN JOHNNY READ?

YOUR EDITORIAL "Can Johnny Read?" [*SR*, Jan. 20] does a superb job of presenting an impartial, objective view of the present-day situation in the teaching of reading. May I congratulate you on putting the whole subject of the teaching of reading in proper perspective. Although you have been unable to find someone to write a definitive article on the subject, your editorial goes a long way, in our opinion, toward clearing the air of the half-truths and misinformation that have characterized so many recent articles in the press.

JOHN R. SHAFER,
Assistant Secretary,
Scott, Foresman and Company.
Chicago, Ill.

YOUR EDITORIAL "Can Johnny Read?" is one of the best statements I have read on the subject (even though I would question some of the implications of your views).

ROBERT KARLIN, Coordinator,
The Reading Center,
Southern Illinois University.
Carbondale, Ill.

I ENJOYED reading "Can Johnny Read?" and have recommended it to all of my students. In your article you say that you have been trying to find a "definitive article" which would "survey the facts calmly." Your article comes very close to fulfilling these needs. It is the best article of its type I have seen recently.

STANLEY KRIPPNER,
Director,
The Reading Center,
Kent State University.
Kent, O.

YOUR EDITORIAL "Can Johnny Read?" is an admirable statement of some of the problems of reading instruction in the second half of the twentieth century. In the war of words between the professional authorities the viewpoint presented therein is closest to that taken by most classroom teachers. (I have specialized in the teaching of reading for twenty years.) For what it is worth, your public should know that at no time did the average instructor adopt either extreme demanded by the experts. Johnny and Mary received phonic instruction (bootlegged if necessary) during the heyday of the "whole word" method, and "word" guidance during the compelling period of the phonic procedures in reading. As the pendulum swung from one extreme to the other, teachers played down one or the other disapproved routine but definitely included them both in practice because necessity demanded it. The present high school generation knows as much about phonic applications as did the previous generation despite the devotion of teacher time to "whole word" practices

ISIDORE LEVINE.
Long Island City, N.Y.

THE OMISSION of any mention of linguistics (even of the Barnhart-Bloomfield volume, reviewed elsewhere in the same issue of *SR*) is a serious oversight in an article as important as yours on reading.

CARL A. LEFEVRE,
Professor of English,
Chicago Teachers College North.
Chicago, Ill.

ORCHIDS TO YOU for the sanest and finest article on the state of reading instruction I have had the pleasure of reading in the last ten years. You have done us all a great favor in presenting the facts, limited as they are, and awakening us to the tasks that lie ahead. I would certainly appreciate receiving 300 reprints, if possible, or any amount that you could send.

MORTON BOTEL,
President-elect,
International Reading Association.
Levittown, Pa.

EDITOR'S NOTE: *Reprints of "Can Johnny Read?" may be obtained without charge by writing to the Saturday Review Education Supplement, 530 Fifth Avenue, New York 36, New York.*

BOROFF ON ALBANY STATE

AS AN ALUMNUS of Albany State and a former faculty member there, may I congratulate Mr. Boroff and *SR* for striking a blow at a stereotype by presenting in a brief article a reasonably accurate description of this remarkable teacher-preparing institution. Newcomers to the faculty often feel obliged to enhance their self-esteem by railing against education courses and in so doing display the same conformity they deplore in students. Veteran faculty members, as well as most alumni, know that Albany's "peculiar excellence" in preparing secondary school teachers stems not alone from a strong liberal arts emphasis, which is present in many colleges, but from giving the right combination of sound academic and professional training to a top-notch student body.

MAURITZ JOHNSON, JR.,
Director, Junior High School Project,
School of Education,
Cornell University.
Ithaca, N.Y.

AS A GRADUATE of Albany State (B.A., 1944), I was very interested in David Boroff's article on the college. Although I am sure many changes have taken place

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in the almost twenty years since my graduation, the picture Mr. Boroff drew was very recognizable and authentic.

(Mrs.) Janet B. Fisher.
Kerhonkson, N.Y.

I wish the article "Albany State: A Teachers College in Transition," by David Boroff, would start a fire under the State University board.

(Mrs.) Hazel H. Bowen.
Lowville, N.Y.

David Boroff in "Albany State" slips a half-century in attributing the "Succeed or die" verse to the 1894 semicentennial. It was written by Lydia Sigourney upon the death of the first principal, David Perkins Page, in 1848.

William M. French,
Professor of Education.
Muhlenberg College.
Allentown, Pa.

Mr. Boroff's writing sparkles as usual. His amusing touch takes away the sting of a rather sad story. It causes me to remember a brother of mine (Ph.D. in history and Fulbright scholar to Rome) who doggedly stays put in a Wisconsin teachers college hoping he can help it make its transition to better things. I suppose if enough little people like him join the crusade for better teacher training and enough good writers like Mr. Boroff continue to write honest, illuminating articles on the progress of schools in transition, the day will come when no teachers college will change its name to hide an inadequate curriculum. Rather, maintaining its original name will indicate its pride in offering a course of study truly worth pursuing.

Mary Gilkey Giuntoli.
Elmhurst, Ill.

After reading "Albany State" I feel quite confidently that I would never apply for admittance to this institution. How fortunate I am that I applied two years ago! As a sophomore at Albany State, I have no intention, and certainly no desire, to transfer to another college.

The article missed two very important aspects of our college: 1) the warmth, sincerity, and fun-loving character of our student body, and 2) the personal interest and aid which we so often receive from our excellent faculty.

Margaret Gorick.
Albany, N.Y.

David Boroff's writing is generally amusing and, at times, correct. I take exception, however, to his statement that "There are pretty girls at Albany State and some stunning ones. . . . " Where did he find them? I've been looking for nineteen years.

Barry R. Fischer.
Princeton, N.J.

Editor's note: *See Minerva's protégée in SR's January 20 cover photo.*

WILSON ON MERIT PAY

Superintendent Charles Wilson's "The Case Against Merit Pay" [*SR*, Jan. 20] brought from me an audible sigh of gratification as I finished reading it—an eminently definitive statement of the teachers' argument, logical and complete.

Earl Clendenon.
Chicago, Ill.

Three cheers for your article "The Case Against Merit Pay." I wish I could find one as well written to convince me that there is merit in merit pay for teachers.

George Nickle.
Newark, Del.

Won't you please send a copy of Charles Wilson's "The Case Against Merit Pay" to every school board in the country?

J.L. Van Laningham,
Oakland High School.
Oakland, Calif.

Superintendent Charles Wilson's article opposing merit rating is the most perceptive and lucid one that has appeared in the Education Supplement since its inception.

Mr. and Mrs. Conner Reed.
Seattle, Wash.

As I sit in my classroom, eating my lunch and reading your supplement, I am delighted by Charles H. Wilson's "The Case Against Merit Pay." Let's give him an Oscar for honesty, intelligence, character, and courage. These and more it took to present the cogent views he expressed so well.

Charles P. Silas,
McCulloch School.
Jackson, Mich.

As a former teacher and now a mother, I have read with interest many convincing articles concerning merit pay for teachers. However, I vaguely felt disturbed about the wisdom of merit pay. Only after reading Mr. Wilson's "The Case Against Merit Pay" was my thinking crystalized and confusion resolved. During my college courses, practice teaching, and later classroom experience, I was evaluated by a number of people. Each of these evaluators, though sincere and competent, valued different areas of the teacher's many responsibilities. Therefore it became apparent that to be rated outstanding it often was necessary to conform to the supervisor's standards. But pleasing the evaluator does not insure good teaching.

(Mrs.) Janice Dellefield.
Sioux City, Iowa

THE WHOLE CHILD

In his article "The Whole Child" [*SR*, Dec. 16] Harold Taylor has clearly defined the most important issue of our time: the place and purpose of education in a free society. His view of education as a total process, deeply affected by social conditions, offers the only sound basis for a new progressivism. Those of us who work in the schools are often so intent upon methods that we forget purposes, so bemused by skills that we forget philosophy. A careful reading of this article might well be required of every teacher—and every prospective teacher—in New York City. This is the best single article on education

(*Continued on page* 85)

Howlers Anonymous

Teachers never cease to marvel at the ingenuity some students display in answering test questions. Here are a few, from a test in science and mathematics, quoted in the January issue of the *NEA Journal*.

►The theory of evolution was greatly objected to because it made men think.

►The process of turning steam into water again is called conversation.

►The earth makes a resolution every twenty-four hours.

►To collect fumes of sulphur, hold a deacon over a flame in a test tube.

►Algebra was the wife of Euclid.

►An axiom is a thing that is so visible that it is not necessary to see it.

►Sound is a rapid series of osculations.

►The moon is a planet just like the earth only deader.

►The pistol of a flower is its only protection against insects.

►If conditions are not favorable, bacteria go into a period of adolescence.

►For asphyxiation: Apply artificial respiration until the patient is dead.

►For fainting: Rub the person's chest, or if a lady, rub her arm above the hand.

►For dogbite: Put the dog away for several days. If he has not recovered, then kill it.

►A super saturated solution is one that holds more than it can hold.

►The dodo is a bird that is nearly decent now.

►A cerebrum is a cavity in the head.

►A person should take a bath once in the summertime and not quite so often in the wintertime.

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IS PROGRESSIVE EDUCATION OBSOLETE?

The reform movement known as Progressive Education flourished during the first half of this century and brought many changes in the schools. Since 1950 the movement has suffered a loss of leadership and has declined in influence but, in this article, William Van Til says that the questions raised by the progressive movement are not obsolete, have not been solved, and cannot be escaped. Dr. Van Til is Chairman of the Department of Secondary Education at New York University and President of the Association for Supervision and Curriculum Development of the NEA. He is the author of essays for the public and the profession titled, "The Making of a Modern Educator" (1961) and of other books. This article is based on a talk given at a meeting sponsored by the School of Education of New York University and by the John Dewey Society.

By WILLIAM VAN TIL

IS progressive education outmoded? One's first impulse is to say "yes." Who today, among the voices being heard on education, is talking about the concerns which characterized many leaders of education during the first half of the twentieth century? Specifically, who today is talking about the ideas which occupied John Dewey, George Counts, Boyd H. Bode, and William Heard Kilpatrick, those symbols of the intellectual leadership of the "new education," symbols of the varied versions of the progressive movement in education? Practically nobody, at least nobody who is being heard widely.

Instead, American education in the early 1960s is engrossed with the application of technology to education, with competing new proposals for organization of the school program, and with stress on reconstruction of academic disciplines. The mass media foster the interest in technology, organization, and disciplines. If an educator tries to be heard on more fundamental aspects, he often encounters the silent treatment.

The Industrial Revolution has finally reached education. As a result, matters of technology have virtually become table talk in education today. In professional discussions and in the mass media reporting we hear constantly about educational television, language laboratories, courses on film, and programmed learning through teaching machines.

A second stress in today's education emphasizes organization of the school program. Proposals are varied and often conflicting. They include such organizational proposals as team teaching, the dual progress plan, the nongraded school, and increasing the course requirements within the existing Carnegie unit structure.

Currently, a third stress is the new interest in the academic disciplines. In part, the emphasis is upon updating knowledge through efforts by specialists in the disciplines. The work of such groups as the Physical Science Study Committee and the varied mathematics programs at Yale, Maryland, and Illinois are watched intently. Science, mathematics, and foreign languages ride high as the favored fields of the national government, which has become a significant curriculum maker on the elementary and high school levels. The fields of English and physical education make frantic and failing attempts to latch onto the benefits of the National Defense Education Act; leadership in reconstruction of the curriculum in these fields has been assumed by the College Entrance Examination Board and by a football coach, respectively. There are indications that Commissioner McMurrin intends to attempt to do for the arts as well as for English what post-Sputnik apprehension did for the sciences. Rumors, alarms, and confusions surround the status of the social studies. The phrase "structures of the disciplines" is being bandied about, with none too clear a definition emerging as yet.

Technology, organization, and the disciplines seem a far cry from the philosophical, social, and psychological ideas that engaged the leaders of the progressive movement in education in the first half of the twentieth century. There appears to have been a change in "fashions in ideas," to use the chilling and accurate phrase Irwin Edman coined for a phenomenon of our times. Consequently, progressive education seems outmoded. Lawrence A. Cremin even consigned it to history in his "The Transformation of the School: Progressivism in American Education, 1876-1957." He began his preface as follows: "The death of the Progressive Education Association in 1955 and the passing of its journal, *Progressive Education*, two years later marked the end of an era in American pedagogy. Yet one would scarcely have known it from the pitifully small group of mourners at both funerals." Martin Mayer recapitulated the Cremin position in his widely read book, "The Schools."

ONE might readily conclude that progressive education is outmoded save for a stubborn fact. The fact is that the questions raised by the progressive movement in education are not obsolete. They will not die. They cannot be killed. They cannot be exorcised by any voodooism yet known to technology, organization, or the reconstruction of disciplines which remains aloof from these questions.

The basic questions which men like John Dewey, William Heard Kilpatrick, George Counts, and Boyd H. Bode raised are inescapable questions: What are the aims of education? Upon what foundations should the school program be built? Given such aims and foundations, what should the schools teach? To these probing and fundamental questions, matters of organization and technique, while important, are necessarily subordinate.

The progressive education movement of the first half of the twentieth century, symbolized by Dewey, Kilpatrick, Counts, and Bode, was essentially a

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quest for workable answers for our times to questions such as these. No one claims that the Holy Grail was found; no one claims that the questioners came up with final, definitive, eternal answers. The "new educators" did not completely agree among themselves on workable answers for our times. But at least the "new educators" asked the right questions.

One wing of the progressive movement sought the answers primarily in the potential of the individual learner. A pioneer in this respect was the man whose ninetieth birthday was celebrated on November 20, 1961—William Heard Kilpatrick. Many of today's schoolmen will remember Kilpatrick's classes in the Horace Mann Auditorium of Teachers College, Columbia University. Hundreds attended each session, yet the quiet man with the mane of white hair used committees and reports so skillfully that each student found opportunities to speak out and battle over ideas.

THE heart of Kilpatrick's first major contribution to education, "The Project Method," was founded on his faith in the potential of the individual learner. In back of the recurrent Kilpatrickian phrases which valued "purposeful activity," "intrinsic motivation," "planning," in back of his opposition to "extrinsic subject matter" which disregarded individuals, in back of his opposition to meaningless rote learning, lay Kilpatrick's belief that clues to significant content can be found within the learner and can be developed fully in collaboration with a mature adult who fosters self-direction and independent thought. The later Kilpatrick increased his stress on the importance of social orientation and the urgency of meeting social problems. But the mark Kilpatrick lastingly left on the progressive movement still derives largely from his faith in the potentiality of the learner when that potentiality is cultivated by skillful and sensitive teachers. To many educators, probably to most, insight into the relationship between the individual and his education was the major contribution of the progressive education which Kilpatrick espoused, though he was concerned for philosophical and social, as well as psychological, foundations. And—mistake it not—the insight derived from Kilpatrick made a massive contribution to education in an era that had lost sight of the importance of the learner and his purposes and potential.

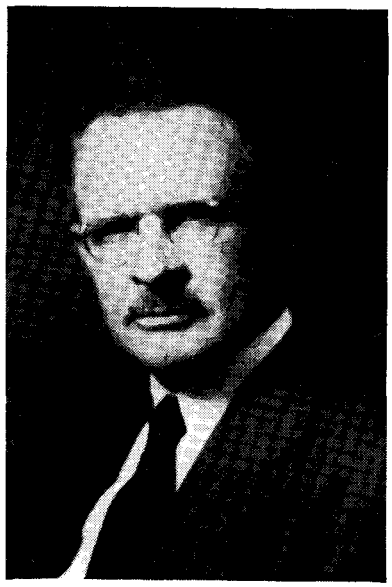
A second wing of the progressive movement set forth answers to the perennial questions of aims, foundations, and content largely in terms of the society which surrounded the schools. George Counts, a battler for socially oriented schools in a democracy, serves as a symbol of this emphasis. To George Counts, for instance, the times cried out for an education realistically geared to the new social order which was emerging. He threw his eloquent challenge to the Progressive Education Association assembled in convention in 1932. He amplified his ideas in the pamphlet "Dare the Schools Build A New Social Order?" and for years educators found themselves forced to face the issues Counts raised. Whether one condemned aspects of his viewpoint as indoctrination and a potential abuse of the method of intelligence, thus classifying it as a new liberal's version of authoritarianism, or whether one hailed it as a realistic recognition of the overpowering importance of social problems, as an indication that the social sciences had come of age, an educator who heard Counts had to take into account stress on society. The role of education with respect to social change and to reform was an imperative and recurrent theme with Counts and his fellow social reconstructionists. The pivotal place of social realities in education could not be forgotten after Counts was heard, even though indoctrination might be repudiated.

George Counts lived his faith. He

(*Continued on page* 82)

Symbols of the "New Education"

John Dewey



George Counts

Boyd H. Bode

William Heard Kilpatrick

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THE CARE AND FEEDING OF SUPERINTENDENTS

The Superintendent of Schools in Scarsdale, New York, examines the dangers inherent in new suggestions for the training of School Administrators. He finds in these proposals a lack of flexibility, an over-emphasis on credits in education, and an insulation from the liberal arts. He says that, "if additional formal training for superintendents fails to bring changes in the nature of that training, American children will be the losers."

By HAROLD HOWE II

THE HEAD janitor of a building and the chief administrative officer of a public school system glory in the same title, "Superintendent." And in one sense they have similar jobs. Each manages an enterprise by seeing that it works efficiently on a day-to-day basis.

But the idea of *management* is totally inadequate for the needs of American public education. A more creative emphasis is required if the schools are to produce in their students the well-informed and inquiring minds necessary for living in the second half of the twentieth century. Good management with its emphasis on ordered routine, carefully defined policies, and tables of organization is unable to contend with the explosion of knowledge, the revolution in communications, and the multiple social problems of our times; or if it does harmonize education and these disrupting elements, it does so through some larger vision more appropriately called *leadership* than *management.*

A significant problem for American education is the process by which men are trained for the position of school superintendent, for this process will help to determine whether we get managers or leaders. Since 1950 the W. K. Kellogg Foundation has supported research studies in the training of school administrators. Partly as an outgrowth of these studies, the American Association of School Administrators (AASA) recently changed its membership rules in an effort to upgrade the profession by requiring two years of graduate study in an approved institution for all new, active members after January 1, 1964.

This action by the most powerful organization of school administrators in the land was designed to influence certification legislation in the states. The effect is already evident in New York, where in early 1961 the legislature changed the law to reflect the policy of the AASA. Henceforth, all new superintendents in the state must have sixty semester hours of graduate study approved by the Commissioner of Education instead of the thirty hours previously required. Without doubt other states will soon make similar changes. Indiana, Iowa, and Maryland have done so already.

Entrance to the academic profession in the public schools has for years been controlled by state legislation differing in detail in each state but operating on the same general principles. Certain areas of study are required, and the amount of study is usually enumerated in semester hours. Universities and colleges offer courses that answer these requirements (at least in name), and would-be administrators flock through their gateways to the profession.

Like motherhood, graduate study is a good thing, and one cannot and should not attack it. Obviously, efforts to expose education's future leaders to significant learning or to the thoughtful analysis of the problems they will confront are to be encouraged. But some questions need to be raised about the nature of the studies required to enter the profession of educational administration.

There is no question that some of the study of education performed to meet requirements for becoming an administrator is both important and useful; there is also no question that a proportion of what goes on in education courses for administrators is shallow, repetitive, and concerned with minutiae rather than with significant matters. The most imaginative and successful teachers and administrators in our schools testify privately to the lack of stimulation experienced in much of their required training. Against this background we need to raise the question of whether a double dose of the same medicine is the best prescription to improve the capacity of school leaders for meeting the large issues of public education in the 1960s.

To be fair to the officers and committee members of the AASA, who have taken the lead in promoting the change in membership rules, they too have been critical of existing programs for the training of school administrators. The pamphlet, "Something to Steer By," published in January, 1958, by the AASA under a Kellogg Foundation grant, makes thirty-five suggestions for improving the selection and training of administrators. These suggestions speak out for rigor, for depth, for prac-

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ticality in graduate programs for superintendents of schools. In place of superficial courses taken to accumulate credits, they would substitute firsthand experiences and studies designed to fortify a man's capacity to think in broad perspective about major issues:

"Broader knowledge and deeper insights into cultural disciplines than are normally found in a baccalaureate program should be included in the total preparation," the AASA pamphlet said. "Depth of understanding in economics and taxation, social anthropology, political science, American history and literature should be assumed."

But these recommendations are not significantly in operation in any but a few graduate schools of education. Elsewhere the old formulas persist, and one wonders whether the action of the AASA on membership may not have the effect of solidifying the old procedures by giving their devotees many new customers to serve before there has been time to teach the cooks the new recipe.

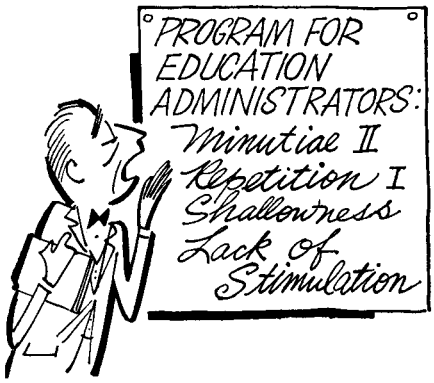
Legislation in New York State, which supports one of the country's best public school systems, certainly raises this question in moving from thirty to sixty required semester hours. The Commissioner of Education has issued regulations stipulating how the sixty semester hours are to be distributed and has decreed that six of them are to be in "General and Liberal Education." Presumably the remaining fifty-four hours will be more narrowly focused on specifics related to education and administration, although the opportunity for electives within this fifty-four may extend the commitment to "General and Liberal Education." Unless New York's State Department of Education gives a liberal interpretation of how this extra formal training is to be applied, there is more than a chance that education's leaders in New York are in for more work on the same treadmill.

Similar situations will almost certainly develop in other states as the January 1, 1964, deadline approaches, for the AASA is prestigious enough to make administrators and those who train them desire to qualify for membership. A Virginia committee considering this matter reported: "It would be unthinkable for any individual who does not meet the new requirements for membership in AASA to be put on the list of those eligible for appointment as division superintendent after January 1, 1964."

If additional formal training for superintendents fails to bring major changes in the nature of that training, American children will be the losers. Good men will be frightened away from the profession, and those who do enter it will never have their minds fertilized by the kind of learnings demanded by present day challenges to the schools.

The AASA hopes to guarantee the quality of training its new members receive by designating the National Council for Accreditation of Teacher Education (NCATE) as the agency to formulate a list of institutions offering approved programs of two years graduate study for superintendents. The NCATE has adopted an elaborate statement on standards for these programs and will, presumably before January 1, 1964, identify the institutions which meet its criteria. All of this is a laudable effort to upgrade the training of administrators through demanding their attendance at those institutions offering quality programs.

The standards adopted by NCATE



express a dual concern for the broad, general education of superintendents as well as for specialized emphasis on the various technical aspects of school administration. Whether or not the application of these standards produces the men of large vision so desperately needed in public education may well be determined by the toughness of NCATE in really insisting on the breadth of education its statement of policy suggests. Insistence on such a view will not be easy, for it will encounter effective sniping from those well-entrenched professors of education who are devoted to the over-analysis of the obvious. Luckily, not all the professors have this habit of mind, although they are frequently accused of it.

Two further comments should be made on these efforts of a profession to improve itself. The first is that there is a contradiction between the thinking administrators are doing about their own education and the thinking they are doing about the education of the children in their schools. The second extends what has already been implied about the administrator's need for a broad education in the humanities and sciences to develop the vision which can transform him from an educational manager to an educational leader capable of dealing in positive fashion with the problems of the day.

Today's best thinking about public education in the schools challenges many of the assumptions administrators are applying to their own training. It argues that the time of exposure to education is not necessarily a measure of quality or of accomplishment and proposes new elements of flexibility in the progress children make through school; not so for superintendents for whom two years of graduate academic exposure is the new and magic formula. It advocates recognition of the student's capacity to become self-educating and, indeed, sets this up as an important goal of education; but the administrators don't trust themselves and have not allowed as fully as they might for attracting to their profession those individuals who will on their own accomplish more if not required to accumulate sixty semester hours. Education will be the poorer for the loss of these talents.

While the administrators are still adding up semester hours in approved programs as the measure of quality for themselves, forward-looking principals and superintendents are making an attack on the stultifying effects of that secondary school cousin of the semester hour, the Carnegie Unit. Here again is a contradiction in spirit between our plans for our students and our plans for ourselves.

Those colleges that are engaged in the difficult job of selecting an entering class from a large oversupply of applicants are beginning to be disillusioned with tests and credits as the measures of an individual's potential. While these mechanical approaches remain useful as rough screening devices, there is a lively search to discover how to evaluate characteristics more important than those measured by tests and the number of courses taken; and the stronger private institutions, aware of the limits of educational measurement, will admit students who seem to offer interesting minds, regardless of prior formal training. The profession of school administration, in determining whom to admit to its ranks, might learn something from these colleges, which are thinking in terms of flexibility rather than rigidity and getting better students thereby.

Perhaps it is impossible to create what we call "high standards" except by building a series of hurdles over which all must leap. But before we regard such an approach as the ultimate definition of the way to improve a profession, it might be wise to think again

(*Continued on page* 84)

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Ten Outstanding Scholars

Education is moved and shaped not only by the administrators who manage the nation's vast and complex educational enterprise, and by the teachers who undertake the task of improving the minds of students in schools and colleges, but also by the scholars who devote their lives to the task of broadening and deepening the reservoir of human knowledge.

In an effort to emphasize the important role these scholars play in advancing education, the American Council of Learned Societies has, each year since 1958, honored ten of them, chosen by a panel of their peers, with special awards in recognition of their "distinguished accomplishment in humanistic scholarship." These awards, amounting to $10,000 each, have been made possible by a grant to the Council by the Ford Foundation.

This year's winners are pictured here, with a brief biographical sketch of each. All of the ten are still actively teaching at American colleges and universities. Their average age is 58.

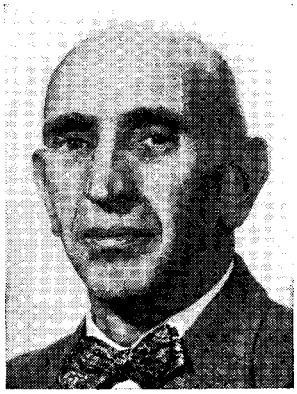
KENNETH EWART BOULDING was born in England and educated at New College, Oxford. An economic theorist at the University of Michigan, he was awarded the Clark Medal of the American Economic Association in 1949. His books include "Economic Analysis," "The Organizational Revolution," and "The Skills of the Economist."

HARRY LEVIN, Babbitt Professor of Comparative Literature at Harvard University, received his A.B. from that institution. Following study at the University of Paris, he was a Junior Fellow of the Society of Fellows. He became a Chevalier of the French Legion of Honor in 1953. Among his books are "James Joyce: A Critical Introduction," "The Power of Blackness: Hawthorne, Poe, Melville."

JOHN KING FAIRBANK is Francis Lee Higginson Professor of History at Harvard University, where he received his A.B. in 1929. After a Ph.D. at Oxford he became the special assistant to the American ambassador in China during World War II, and director of the U.S. Information Service there in 1945-46. A specialist in Chinese history, he is author of "The United States and China" and other books.

ROBERT K. MERTON received his A.B. from Temple University and his Ph.D. from Harvard. He is associate director of the Bureau of Applied Social Research at Columbia. His books include "Science, Technology and Society in 17th Century England," "Social Theory and Social Structure," and "Mass Persuasion."

ERWIN R. GOODENOUGH has been on the Yale faculty since 1923 where he is John A. Hoober Professor of Religion. He received an A.B. from Hamilton College, an S.T.B. from the Garrett Biblical Institute, and a Ph.D. from Oxford. His major work, the result of two decades of research, is the ten-volume "Jewish Symbols in the Greco-Roman Period." Other works include "An Introduction to Philo Judaeus."



MARJORIE HOPE NICOLSON, an authority on the literary impact of scientific discoveries, is William Peterfield Trent Professor of English at Columbia University. She received her A.B. from the University of Michigan, her Ph.D. from Yale. Among her books are "A World in the Moon" and "Newton Demands the Muse," for which she received the Crawshay Prize for English Literature from the British Academy.

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F. S. C. NORTHROP is Sterling Professor of Philosophy and Law at Yale University. A specialist in the philosophy of natural science and in comparative political and cultural philosophy, he received an A.B. from Beloit College, a Ph.D. from Harvard, and also studied at Trinity College, Cambridge. His books include "The Logic of the Sciences and the Humanities," "The Meeting of East and West," and "Taming of the Nations."

ALEXANDER COBURN SOPER is Professor of the History of Art at both Bryn Mawr College and New York University. An authority on Far Eastern art and architecture, he received his A.B. from Hamilton College, his M.F.A. and Ph.D. from Princeton. He is the author of "Evolution of Buddhist Architecture in Japan" and "Literary Evidence for Early Buddhist Art in China." He also contributed to the Pelican History of Art.

OWSEI TEMKIN, William H. Welch Professor of the History of Medicine at Johns Hopkins, came in 1932 from the University of Leipzig. A native of Minsk, he received an M.D. from Leipzig and after a medical internship joined the faculty there. He has been director of the Institute of the History of Medicine since 1958. Among his books are "The Falling Sickness" and "Soranus' Gynecology."

C. VANN WOODWARD is Sterling Professor of History at Yale. He received his A.B. from Emory University, his A.M. from Columbia, and his Ph.D. from the University of North Carolina. In 1954-55 he was Harmsworth Professor of American History at Oxford. His books include "Origins of the New South," "Reunion and Reaction," and "The Strange Career of Jim Crow."

The Role of Scholarship in the World of Affairs

THE PACE and complexity of current history no longer permit a leisurely lag between ideas and knowledge and their effects on human events. Resistance to knowledge that assults fixed positions and comfortable misconceptions does not freeze mankind at dead center; it sets it back. More bridges should be built across the presumed gulf between men of action and men of thought. And they should be bridges designed not only for meetings in the middle but for frequent and easy crossings into one another's territory. This goal will not be realized easily. So many scholars regard their work as indivisible and disclaim their responsibility to put it to any test of usefulness or become a party to its application. They view the assignment of research priorities based on the needs of mankind as threats to free inquiry, to profound speculations, to what used to be called pure research.

At the other extreme are men of affairs who use knowledge poorly or not at all. Too many decision makers, while giving lip service to objective, authoritative examination of crucial questions, still equate the academic with the impractical, still play hunches inconsistent with available knowledge, and still hold suspect conclusions by those not responsible for the decisions. . . .

These are extremes—the scholar unalterably above the battle and the man of action recklessly squandering intellectual resources. The most decisive change of all may be the broadening base of education at higher levels. If more education also means better education, knowledge will be more widely respected for its force and value in everyday affairs. . . .

In a free society the responsibility of a scholar does not end in the offices of his peers and the pages of his journals. If his inquiries seem clothed with meaning for mankind, he has an obligation to keep an eye cocked to the course they take. The more specialized his field, the greater the obligation, for there are few like him who can comprehend the subject to its roots.

—HENRY T. HEALD, President, The Ford Foundation.

Today, research is one of the most essential ingredients in a great university. To assign such a place of importance to research in no way detracts from the university's traditional function of teaching. Teachers and students are associated in a university, and learning proceeds in both directions. But it isn't enough in a university, as distinguished from a college, to transmit the body of knowledge from one generation to the next. An equally important obligation is to increase the body of knowledge, and especially to nurture that attitude of mind that seeks to think through those thoughts that other men have not thought through before.

A great modern university attracts a special kind of student and a special kind of teacher. The student must come with an open mind, a consuming curiosity and a fertile imagination. He must learn to do research—and the best method ever found to learn to do research is to do it. The student then must work in an environment where research sparks are flying. He must receive impressive examples of how to do research by working closely in an apprentice relationship with a man whose every move demonstrates the creative process. Only in this way is the student properly oriented, balanced, motivated and thrust against a new frontier.

—SANFORD S. ATWOOD, Provost of Cornell University.

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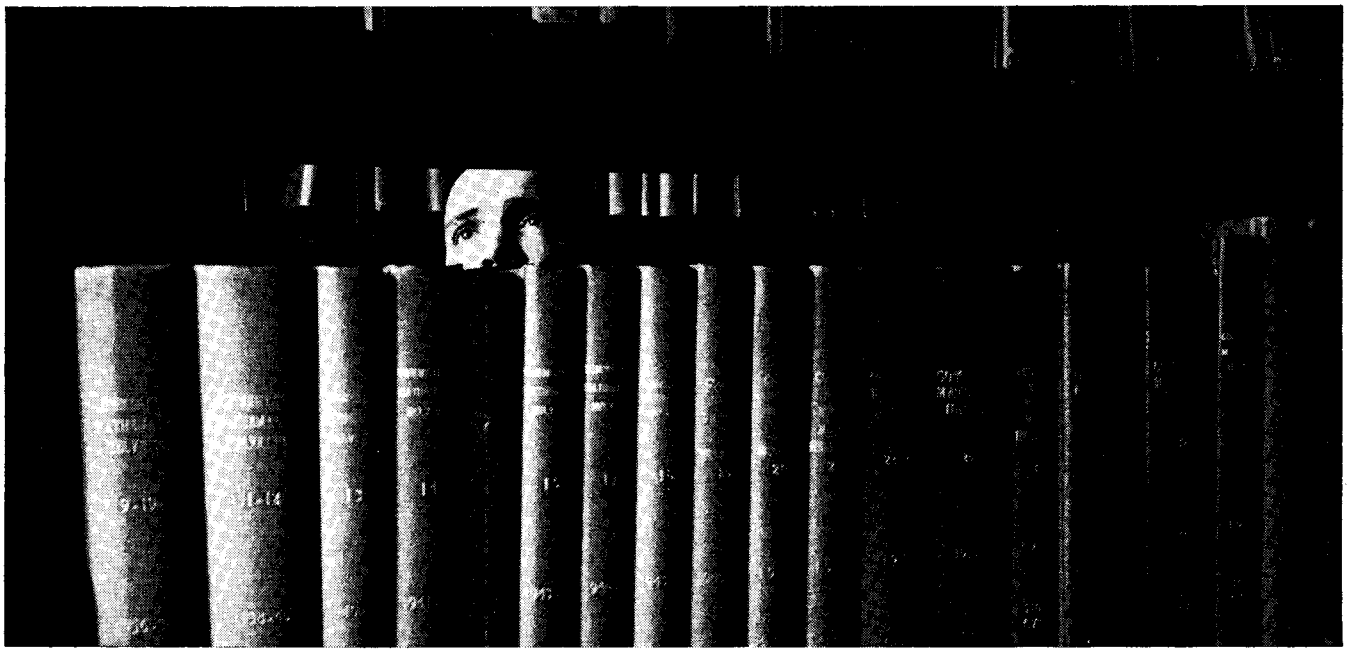

THIS IS COLLEGE

MANY PEOPLE have come to realize in recent years that the stereotype of the American college student current in the Twenties and Thirties is no longer accurate, if indeed it ever was. However, it *is* possible to capture the essence of college life as the student experiences it. This has been done in the following bit of free verse, reprinted from the Winter Issue of the *Carnegie Tech Quarterly*. The text was written by three staff members of the *Quarterly*—Denton Beal, Richard Rieker, and Richard Riebling. The photographs are by Herbert Barnett, also of the *Quarterly*'s staff.

I am a stander-in-line; signer of last name, first name, middle initial; wearer of dink; receiver of chair, desk, bed, and dream—a freshman.

Being a freshman is a little frightening; being a freshman is lots of fun. . . best of all, it's exciting, it's unique—it's beginning.

College is
coffee between classes, touchdown passes, cram exams,
studies, buddies, skirling pipes, campus gripes,
things to do, a point of view . . .

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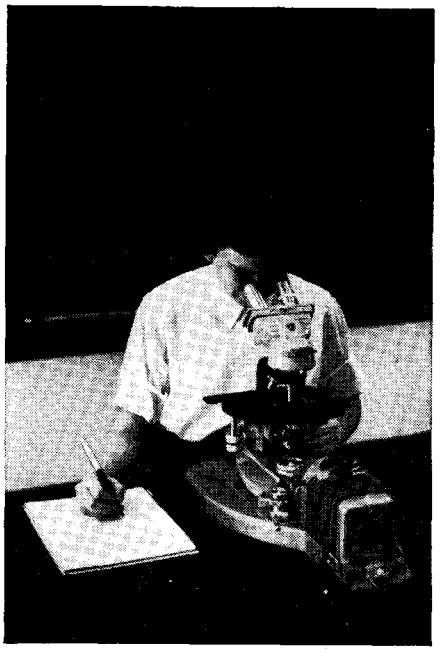
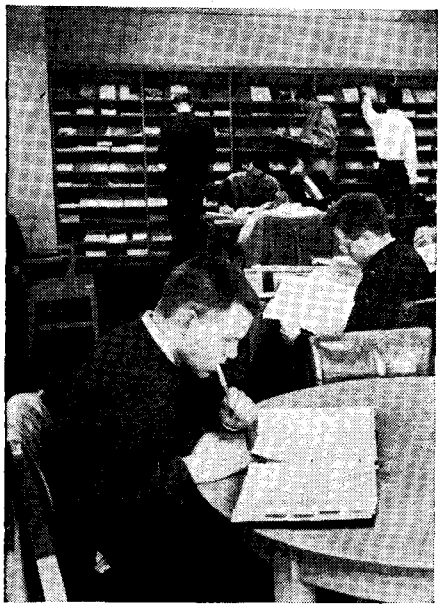
Professors, books, labs, essay questions (make a stab),
steins of stout, turn about,
English themes, dramatic screams, softball teams, impossible schemes . . .



. . . hard work,
homework,
slow work,
no work . . .

Listening, talking,
thinking, walking,
seeing, being . . .
this is college, this and more—
college, perhaps, is many doors.



Why of all books, must textbooks be so ugly? Books should be beautiful . . .
The act of learning should be beautiful, and maybe it is, but studying is not.

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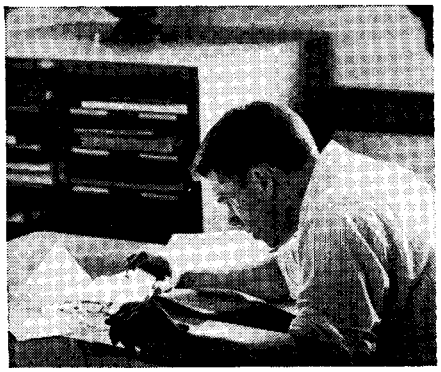
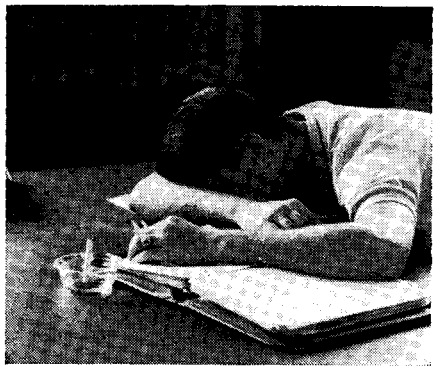
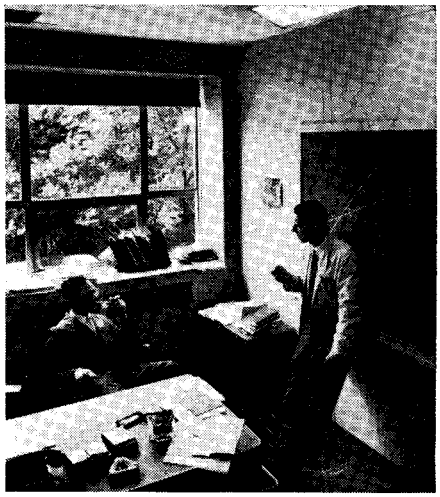




Studying is a bent back and hunched shoulders, and sore eyes. It's loneliness. It's humility, it's arrogance, it's patience, it's push.

It's the grind.

It's a dog barking at three a.m. It's an empty coffee cup and a full ash tray. It's procrastination followed by despair.



And sometimes—
just sometimes—
Studying is something near joy,
when the isolated bits suddenly coalesce
the filings fly to the magnet—
when a pattern, an analogy appears,
and understanding occurs.

Please!

Address me as His Frivolous Eminence, One Wise Beyond Caring (I walk with pigeons and puppies and popular girls), I am Mystic! Magnificent!

I can improvise an ode
(raid the forbidden wings for sweetly scented underthings),
create all manner of banners (keep running we're brothers),
and sing (stereozzzzing)!

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swing,
I fly,
soar, bless everything—
I am spring—simply because I am! I, id, sans lid, the Kid, the King, Poet, Scientist, Philosopher, Rex . . .
Winner of pillow fights, bull sessions, water battles, and all bets,
wooer of beautiful women, Pied Piper pro tem,
BMOC—*ME*
The college man!

I am amorphous. I am nerve ends, ganglia, squeezed, compressed.
I must stiffen, toughen, yet stay flexible.
I want to be steel, I am afraid of becoming stone.
I drift into limbo,
sucking in fact, while I long for truth.
As I turn over and over I seem to be shrinking—or am I coiling for a leap?
And to where?

I am supposed to be a microcosm; I am merely chaos, in little, and I am not made cunningly. Yesterday I caved in a little; today I think I will burst, I will surely die tonight.
Was it in that week before Commencement,
or while I sat in the hot white sun,
a prickle of sweat
under the black bachelor's gown,
or in those few empty days at home?
Anyway,
All at *once* I knew a little bit about why.
I was out from under the suffocating mass of knowledge;
there was a direction to go,
a way to do it, and I knew the way.
I did know, had learned.
There was the door, the handle to turn, the latch to lift—
and all those years I had been finding,
acquiring, filling my pockets with keys.
Already the doors are opening. Through how many shall I finally pass?

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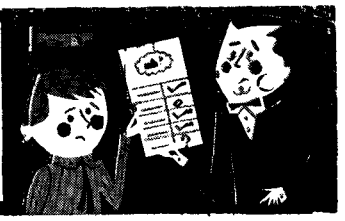
Report Card



WATCH YOUR LANGUAGE! The Education Supplement of the *Times* of London recently reprinted, without comment, the following headline from the *Manchester Guardian:*

BOOKS FOR THE BACKWARD
An Exhibition for Teachers

BETTER THAN WEBSTER, Chapter II. At Upsala College in East Orange, New Jersey, most of the examinations in General Chemistry begin with a list of technical terms to be defined. Last year a few frisky students began appending their own definitions. Some samples:

alkyl radical—drunken Communist
molar solution—false teeth
reducing agent—salesman for Slenderella
belt of stability—girdle
endothermic—the radiator broke
titration—austerity regime

(Contributed by Trudy Drucker, Newark, N.J.)

IT'S STILL ON THE WAY. Back in the days of Horace Mann, four score and thirty years ago, teachers apparently were just as restive as their modern counterparts in seeking a fair share of the world's goods for their noble efforts to improve the minds of the young. *The Massachusetts Teacher,* in its issue of May, 1851, brought them cheer and comfort with this little verse.

What though thou gain nor wealth nor praise?
Be this thy fortune now,
To quicken thought, a mind to raise,
And more than monarch thou!

Take courage then, and work and wait!
On this dear thought depend!
Our just reward may fail till late,
But yet't will crown the end!

(Contributed by Arthur Myers, education writer for the Berkshire Eagle, Pittsfield, Mass.)

VOICE OF EXPERIENCE, Chapter II. A scientist at the Johns Hopkins Applied Physics Laboratory was recently scheduled to appear before second-graders at the Georgian Forest elementary school in Silver Spring, Maryland, to explain the uses of friction in simple machines. At the last minute he found out he couldn't make it so he asked his eight-year-old son, a third-grade student, to pinch-hit for him. The youngster, who wants to be a mathematician, explained to the class that without friction levers wouldn't work and wheels would spin so madly they wouldn't be able to move a vehicle. After being commended on his performance, the youthful teacher confessed that his father had given him two pieces of advice: "He said not to talk too fast and not to use big words because I would be talking to young children."

IT HAD TO HAPPEN SOMETIME, Chapter II. At Denby High School in Detroit, a teen-age student recently asked her tenth-grade English teacher if she could read "that new dance book" for her regular Friday book report. The teacher, having assigned the class a list of classics, was somewhat puzzled. "You know," the girl replied brightly, "'Oliver Twist.'"
(Contributed by Edgar Logan, Denby High School, Detroit.)

VITAL STATISTICS. At Ohio State University, the new student directory now includes code numbers after each name indicating whether the individual is single, married, separated, widowed, or divorced.

TOUCHE! Chapter II. John Ciardi, SR's poetry editor, who has written several books of poems for children, recently visited the Able Learners Class of the third grade at Farmingdale Memorial School on Long Island to discuss poetry and to swap samples with the students. They read him some of theirs, and he read them some of his. Finally, one little girl tossed this one at him:

Boys
Are like toys
Boys don't have any brains at all,
And they don't answer when you call.

For once Ciardi was speechless.

A LITTLE TOKEN OF STEAM. The *Minnesota Journal of Education* recently reported this conversation between a first-grade girl and her father:

"Daddy, I need fifty cents to take to school today."

"What for?"

"My teacher is resigning, and we're raising money to give her a little momentum." —JOHN SCANLON.

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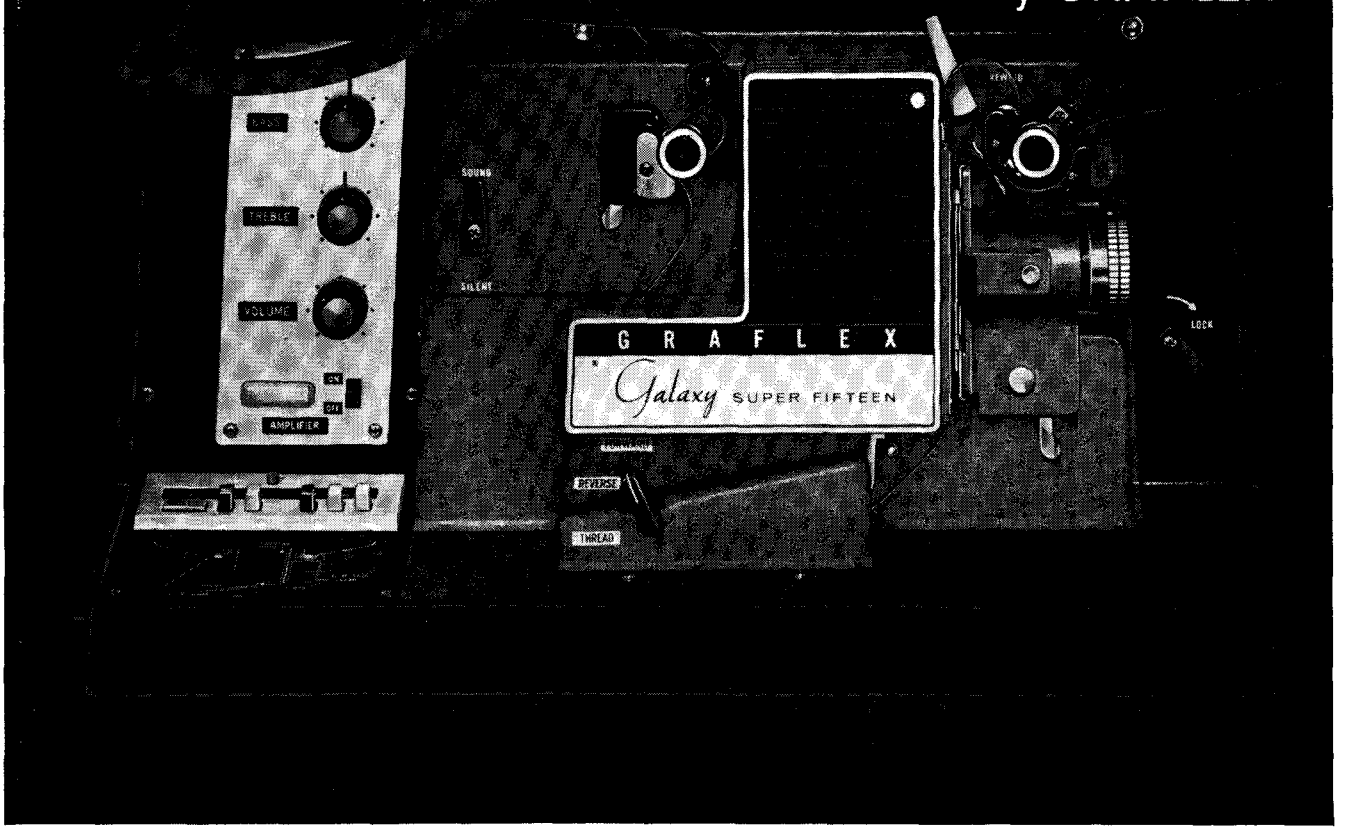

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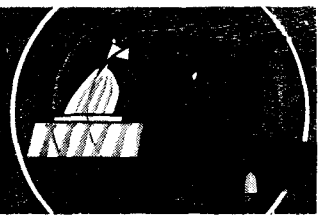
While School Keeps



THE TRADITIONAL IMAGE of an isolationist Midwest is fading before the broadening influence of international education. Latest evidence comes from the very heart of the American heartland, Kansas. Several recent actions are important:

►The Kansas legislature provides basic support for three centers at the University of Kansas devoted to better understanding of the Slavic and Soviet, East Asian, and Latin American countries.

►Last year the State Board of Regents, governing body of the university, eliminated out-of-state fees for foreign students and set costs for them at the same level as those for Kansas residents. Amounting to a contribution of $290 per student, the action of the board was a bold statement that foreign students are as vital a part of university life as native Kansans.

►Now the Kansas University Endowment Association has turned over $100,000 of private money to the university to help support present programs in international education and pioneer new ones.

Present programs include faculty exchanges and junior-year-abroad with the University of Costa Rica, summer language institutes in Western Europe, and a student conceived and operated "People-to-People" program which helps K.U.'s 301 foreign students to establish closer ties with campus and community life. Possibilities for new programs include junior-year-abroad programs in Japan and Finland, graduate programs at K.U. for foreign high school and college teachers, and regional workshops in international education for Kansas college and high school teachers.

JOSEPH CARDINAL RITTER of the Archdiocese of St. Louis recently admonished Catholics that they should promote the good of public as well as private schools. Deploring the attitude of those who say they won't promote public schools until Catholic schools get government aid, the Cardinal said, "That isn't intelligent at all. Among the good things of the community, there must be good schools. We would like to see religion in those schools, but we must not stand off until religion is included as a part of the curriculum. It may never come in our day."

MEMBERSHIP FIGURES for the National Education Association, released this month, show a gain of 50,000 teachers over last year—for a total of 757,525. By far the largest educational group in the country, the NEA enrolls about 49 per cent of the nation's public school teachers. The state-by-state tally, however, raises some interesting questions. Despite adoption in 1961 of a somewhat tougher resolution on segregation than the Association has been willing to accept in previous years, the states gaining and losing the most members during the year were southern states. Louisiana membership dropped 5,269 —from 6,171 to 902—apparently as a result of active opposition by state officials to the NEA's stiffer stand on segregation. Neighboring Mississippi lost 636 members and Alabama 660. Georgia, however, added 2,175 new members and North Carolina jumped membership by 6,166—largest increase for any state in the nation. Active leadership in education by Governor Terry Sanford probably accounts for the growing interest among North Carolina's teachers as well as laymen.

THE COLLEGE ADMISSIONS TRAUMA is nearly upon us again as student applications clog the mails. Many are called and many, too, are chosen, but for a minority there will be disappointment. Some of these, however, may take comfort from the fact that they will be given a second chance if they wish to pit their energy and will against odds. A growing number of colleges and universities—especially state schools—are offering marginal students with poor high school records a chance to prove themselves in summer school. If they meet acceptable academic standards during this short trial run they are admitted to regular undergraduate study in the fall.

The University of Maryland is one of a number of schools to initiate a "Pre-College Summer Session" in recent years. At Maryland, students with high school grades below "C" were formerly admitted "on trial," and many of them didn't make the grade. Now they are screened during a six-week summer session at which they take three hours of freshman English and one other three-hour course. If they pass both courses, with a "C" grade or better in one, they are admitted to the freshman class—with six credits already earned toward a degree. During the summer they are also enrolled in noncredit reading and study skills programs to help them improve their general academic competence. In 1961, 176 students made the grade out of 320 completing the summer course.

INDIANA HIGH SCHOOL LANGUAGE STUDENTS who excel in the study of French, Spanish, or German will have a chance this summer to study abroad in countries where these languages are spoken. Indiana University, under a grant from the Carnegie Corporation, will select approximately eighty boys and girls for the program, thirty each to go to France and Mexico, and twenty to Germany. Indiana University has long been a leader in promoting summer language study abroad for college students and now is extending its services to top secondary school pupils.

Students will be sent abroad no later than the summer following their junior year and will be selected only from schools that offer four years of instruction in the language studied. They will therefore be able to continue their studies upon their return in the fall and also help others in the class. Object is to improve language competence for the students selected and to stimulate interest and better instruction in foreign languages in the state's high schools.

CONCERN FOR THE EDUCATION OF WOMEN beyond the college years is receiving increasing attention from leaders in education. The growing number of women in the labor force and evidence that many of them are working at jobs far below their ability have combined to stimulate both interest and action.

Last fall Radcliffe College established an Institute for Independent Study at which highly educated women, diverted from professional careers by family responsibilities, might return to work in their chosen disciplines either full or

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—Saturday Review

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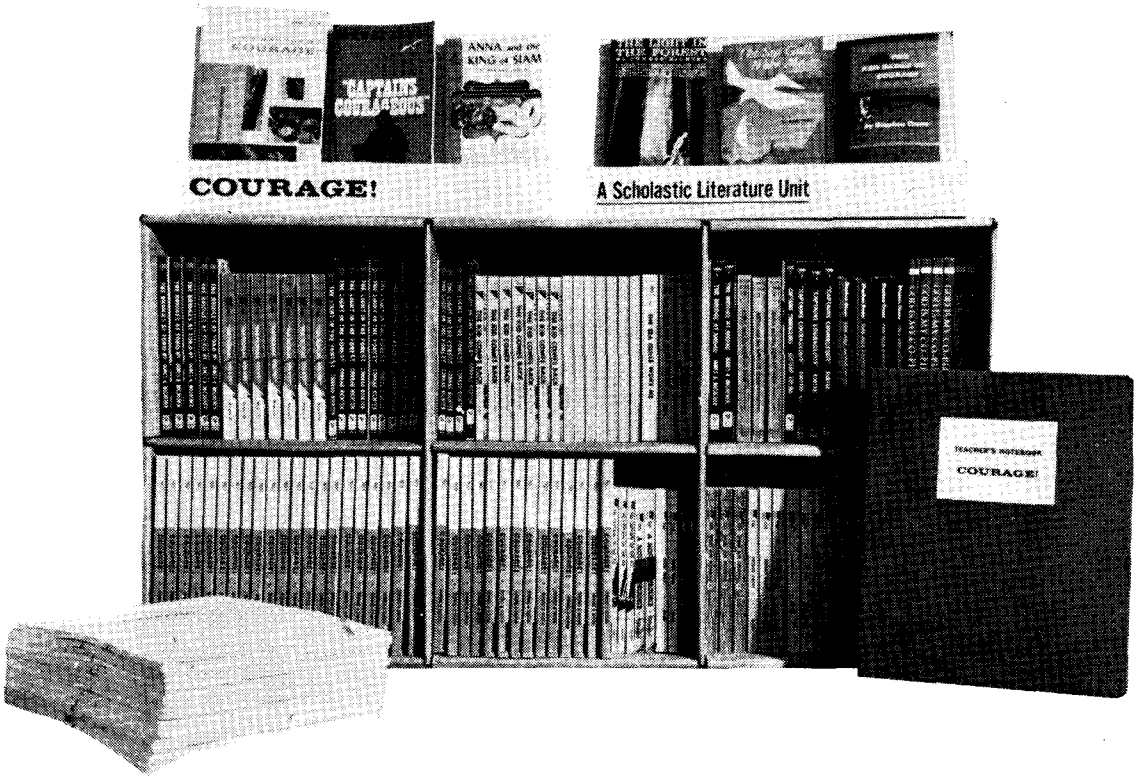

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part time. They have at their command the magnificent research and laboratory facilities of Radcliffe and Harvard for use under the guidance of renowned authorities in many fields. Through its new Institute, Radcliffe hopes to check the loss of highly trained women who, after raising a family, find no means for using their knowledge and skills. One of the fields of investigation at the Institute will be how education can prepare women more effectively for their dual role of wife and professional woman.

Sarah Lawrence College has just announced a different kind of program to serve women whose college education was interrupted before completion. At a new Center for Continuing Education of Women the special needs of this mature group will be studied in order to determine what kind of academic opportunities can best enable them to resume their studies and enter professional work. Main function of the Center, under the direction of former dean Esther Raushenbush, will be to determine how the academic lock-step can be made more flexible to meet the requirements of women of thirty-five, in contrast to college-age girls of nineteen.

THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN is sponsoring two programs, also aimed at mature women, designed to prepare highly trained college teachers, researchers, and administrators. The first offers women of thirty-five or more who hold a bachelor's or master's degree an opportunity for graduate study to prepare themselves for a professional career. The program will be initiated over the next three years in eleven Southern states, with the first fifty candidates due to be enrolled next fall at one of the cooperating graduate schools. Universities expressing an interest in the plan include Auburn, Duke, Emory, Louisiana State, Tulane, Vanderbilt, Florida, Kentucky, North Carolina, Tennessee, and Virginia. Grants-in-aid for tuition and necessary expenses will be awarded on the basis of need. Inquiries should be addressed to Dr. Eleanor F. Dolan, AAUW Educational Foundation, 2401 Virginia Avenue, N.W., Washington 7, D.C.

The AAUW's second project involves a canvass of 12,000 women already holding earned doctorates, asking whether they are available for college faculty positions. All who respond will be listed in a Roster of Women Holding Earned Doctorates, a unique locator service which will assist colleges and universities to find potential teachers. First put into operation as a limited service in 1958, the roster and supplementary information services to colleges are being expanded. The expanded service will, it is hoped, not only help meet the critical shortage of trained faculty, but also help women advance within the educational profession.

THE JUNIOR HIGH SCHOOL as a separate educational unit within the twelve-year public school system enjoys the strong support of the nation's elementary and secondary school teachers. In the most recent Teacher-Opinion Poll of the National Education Association, nearly 70 per cent of all teachers indicated a preference for a six-year elementary school, a three-year junior high, and a three-year high school. Only about 20 per cent preferred the traditional eight-year elementary and four-year high school. It is notable, too, that the preferences of elementary and secondary school teachers were virtually identical.

BRIGHT UNDERACHIEVERS are the focus of a new cooperative study by the University of Rochester College of Education and the West Irondequoit (N.Y.) Central School District. In contrast to the numerous programs that attempt to compensate for the culturally deprived backgrounds of slum children, the new project is aimed at children from substantial middle class homes. It is designed specifically to find out why bright children from "good" homes in a "good" school district get low grades—and what, if anything, can be done about it. Parents, students, and teachers will cooperate in the effort to identify those factors responsible for poor grades, and to determine how conditions that lead to low achievement may be changed.

READING IN COLLEGE is exciting concern among a growing number of institutions of higher learning. College students obviously are exposed to a wide range of required reading, but a nagging question remains as to whether they acquire the reading habit—whether they learn to love and value reading for its own sake. At least some of the evidence indicates that many do not. As a result, an increasing number of colleges are experimenting with ways to stimulate student reading over and beyond that required.

The University of Illinois, last fall, inaugurated a unique pre-registration reading program for incoming freshmen. They were "required" to read one book from each of two categories on a selected reading list. No penalty was imposed for failing to meet the assignment, but 3,297 of the 4,414 newcomers read and wrote themes on the books. Designed to aid the student in adjusting to scholastic work at the higher education level, the first of the two categories was concerned with the requirements of higher education and included titles such as Cardinal Newman's "The Idea of a University," and Mark Van Doren's "Liberal Education." The second included books on national problems such as "Goals for Americans" by the President's Commission on National Goals, and President Kennedy's "Profiles in Courage." Results of the program were so encouraging that plans are to continue it.

Colgate University is initiating a different approach this month with an afternoon discussion program called "Books and Coffee." Authors, editors, book collectors, and publishers will be invited to join students in the browsing room of the University's new library to discuss books and reading over coffee. Starting as a monthly feature of campus life, it is expected to grow into a weekly event. The new program is essentially an extension of Colgate's summer books program under which each student reads ten books during the vacation months and discusses them with his faculty advisor in the fall.

COMPETITION FOR TALENTED COLLEGE GRADUATES has long been keen among business and industrial firms —and the competition is becoming more intense. Now, according to Amherst College placement director, Sydney D. Chamberlain, graduate and professional schools are stepping up recruiting activity to make sure that they get their share of the more promising students. Medical schools have been expanding more rapidly than the number of qualified applicants in recent years so their recruiting activity has been increasing. Law schools and graduate schools of business are also active. But despite the growing competition, graduates with poor records are still turned down.

—JAMES CASS.

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the Editor's Bookshelf

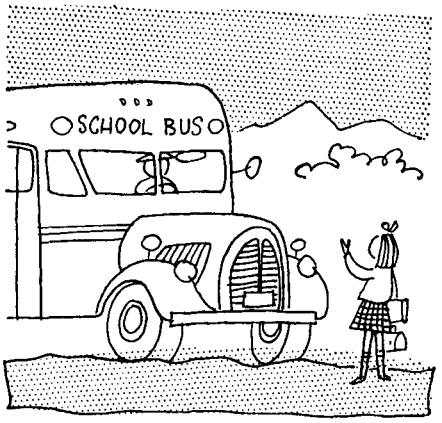
WHEN A DISTINGUISHED PROFESSOR approaches retirement his students and other friends are likely to urge him to write a book, recording for future generations the wisdom that has come from a lifetime of experience.

Reviewers and critics often shy away from such books because they lack a clear thesis to be evaluated and they lend themselves to neither summary nor analysis. But many of them are well worth reading. They are full of interesting anecdotes and of crochety observations expressed with wit and grace and they include firm pronouncements on a wide variety of subjects because often the professor is getting "outside his field" for the first time in his life and finds it exhilarating. Some of them include wise observations on the teaching process and the academic life which should be of value to professors and other teachers.

Such a book is **"Profession of English,"** by G. B. Harrison, (Harcourt, Brace, $3.95), except that the author does not stray far from his field, which includes both English and the teaching of English. Professor Harrison, who was born in Sussex and educated at Cambridge, is a Shakespearian scholar who, since 1949, has been a professor at the University of Michigan. He has written and edited many books on Shakespeare and in the present volume he gives one chapter to the problems of presenting Shakespeare in the classroom, but he also sets forth his views on discipline, scholarly publications, departments of English, literary criticism, examinations, and the Ph.D. degree, which he says is likely to spoil a man for the honorable vocation of teaching.

After teaching American students for twelve years, Professor Harrison concludes that they are frank, friendly, and full of energy and zest but that they are lacking in curiosity, imagination, and independence of judgment. He says their general knowledge is weak and that they care little for anything but the immediate present. He also has an opinion of book reviewers—"Of critics, the reviewer is the lowest form of life."

Harrison forestalls criticism by titling one of his chapters "Prejudices," borrowing a trick from H. L. Mencken, who borrowed it from someone else. This is a very readable book which leaves us with the impression that a



course in Shakespeare taught by Professor Harrison would never be dull.

ANOTHER BOOK that seems at first glance to fit neatly into the same category is **"A View from Within,"** by Paul P. Mok, (Carlton Press, $3.50). It is the public schools that Dr. Mok is "within"; he has been a teacher and is now a school psychologist. This, too, is a book of opinion heavily illustrated with anecdotes drawn from the author's own professional experience.

The reader naturally assumes that Dr. Mok must have had at least fifty years of experience in observing educational institutions from within. The surprise comes when we turn to the back cover of the dust jacket and see a boy who doesn't look a day over twenty-five, and when we find that Mr. Mok only recently received his doctorate and that he was admitted to membership in the American Psychological Association only last year.

Youth is riding high these days in important positions from the U. S. Presidency on down and if a young man wants to write his memoirs early in his career we can see no objection, provided that he writes well and makes sense. Mr. Mok does write well and most of the time he makes sense, although he seems unaware of how many of his opinions have been previously expressed by others and he gives no credit to anyone. But he understands, as many do not, the difference between guidance and teaching and the place of each in the school's program. His definition of his job as a school psychologist—"to promote learning by promoting the ability to learn"—is refreshing and many of his judgments show a willingness to stand up against the Establishment in education. If he can retain his courage and vast self-confidence while he gains more experience, he will write more important books in the years ahead.

UNIVERSITY PRESIDENTS, too, have views on education and they, like the professors, are willing to express them most vigorously at the time of retirement. Carroll Newsom is still a relatively young man but he has recently announced his resignation from the presidency of the nation's largest university (NYU) to take a position with a publishing firm. His new book, **"A University President Speaks Out"** (Harper, $2.95), states his educational philosophy and then applies it to the problems of today's students and their parents and to the problems faced by colleges and universities. Some of Dr. Newsom's views appear in the box below. —P.W.

Newsom on Education

"Unfortunately, too many educational institutions now possess only enough courage to become imitators; they lack the essential stamina to display and strengthen those educational elements whereby they can and should differ."

"A major flaw in this country's educational system is the fact that our colleges and universities are too much alike. Each college should take steps to discover and then develop its distinctive individuality to the end that it may provide specific educational services for a particular collection of students. Faculty members and trustees of each college must seek answers to such questions as, 'What is our specific opportunity and responsibility?' and 'What educational role can we play better than other institutions in our area or perhaps in the nation?' "

"After years of struggle with the concept of general education we are beginning to discover that the typical student completes his college program with no more than a hodgepodge of undifferentiated knowledge."

—From "A University President Speaks Out," by Carroll V. Newsom.

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BOOK REVIEW

All About Higher Education

"The American College," edited by Nevitt Sanford (Wiley, 1,084 pp., $10) is a psychological and sociological interpretation of the higher learning in America in the second half of the twentieth century. It probably contains more information about American colleges, their students and their faculties, than has ever before been brought together in a single volume—more, perhaps, than most readers care to have. Its greatest use will be to college administrators and to faculty committees and boards of trustees who share responsibility for guiding the course of higher education. But some of the chapters, notably those by Riesman and Jencks and the one by Harold Taylor, will probably be intensely interesting to laymen who are concerned about the nation's colleges.

Thirty different social scientists contributed to the volume which was sponsored by the Society for the Psychological Study of Social Issues. "The American College" grew out of a six-year study of Vassar College students and alumnae, supported by the Mary Conover Mellon Foundation, but goes far beyond the Vassar studies. The editor, Nevitt Sanford, directed the Mellon studies at Vassar from 1952 to 1958, and it was during this period that he conceived the idea for the book and evolved its basic plan. Dr. Sanford is now Professor of Psychology and Education and Director of the Institute for the Study of Human Problems at Stanford University.

The first three chapters provide an overview of higher education as a social problem, a field of study, an initiation rite and a subculture. Three chapters are given to "The Entering Student" in which the authors try to discover why students enter college and what they are like when they enroll. Six chapters are devoted to academic procedures, and three to student society and student culture. Other chapters discuss student performance in relation to the educational objectives of the college, environments for learning, patterns of residential education, dropouts, and the vocational aspirations of students. One section is devoted to the effects of college education and another to higher education in its social context.

This is a monumental work, consisting in part of research reports and in part of interpretive essays. As in any book with thirty different authors, the style is uneven and some chapters are much better, and much more interesting to the general reader, than others. Some of the more technical reports of research would seem to belong in professional journals or in a separate volume rather than in this one. But the total contribution is very substantial.

Last month a group of sociologists, psychologists, college presidents, and educators met at Vassar College to discuss and debate the book and the implications of its findings for the nation's colleges. The comments presented below are selected from the prepared papers read at the Vassar Conference.

"The reason 'The American College' presents a formidable challenge to collegiate educators is that it now calls upon them to face up to both Dewey and Freud, and, except for a handful of them, they haven't yet faced up to Dewey.

"The challenge is to view collegiate education as a process of varied individual development toward personal and social effectiveness, and moreover, to define ends clearly; to accept a broad view of means to include every internal personal force and every external social and cultural force that affects and impinges on the individual, to view collegiate education as a science in which hypotheses about the relationship of means to ends are formulated and tested over long periods of time."

—WILLIAM C. FELS, President of Bennington College.

"As a sociologist, I must ask whether the aim of liberal education as defined in 'The American College' is consonant with the purposes society has in mind in supporting American higher education. As I understand it, the editor and most of his collaborators agree that the prime purpose of a liberal education is the development of the student's personality. I take it that more particularly this means that the curriculum should be designed to bring about greater freedom of impulse, enlightenment of conscience, and differentiation and integration in the ego. One must agree that this is a proper goal for an individual to set for himself, and that such an individual may properly expect to find an institution prepared to serve his purpose. This is quite different, however, from declaring the development of the student's personality so defined to be the prime goal of liberal education in general."

—DONALD YOUNG, President, Russell Sage Foundation.

"I think that I detect in many of the contributors to the present volume a predilection toward making our colleges into institutions for personal and social development. Why should not other institutions of society perform those functions? Why should colleges not specialize in the promulgation of both traditional and useful forms of knowledge but leave to family, church, state, etc., the development of social and emotional life? . . . Let us proceed with our research but restrain our missionary impulses."

—WILLIAM C. H. PRENTICE, Dean of Swarthmore College.

"The Sanford studies show that [the college] must become more competent and effective in its pedagogical performance in the development of young personalities. Misunderstood and misapplied these suggestions might take the entire college in the direction of becoming a superbly staffed and equipped super-secondary school. More properly understood and applied, the same findings might spur us to see what can be done to make the critical first two years in college more effective as an emotional and motivational, as well as an intellectual experience."

—KARL W. DEUTSCH, Yale University.

"'The American College' takes a sophisticated view of the environment of the college—emphasizing, as it does, the spread from peer culture to classroom and curriculum. Dr. Katz's chapters on the various determinants of the transaction between student and teacher, while more speculative than most other sections—legitimately defines the meaning of a college environment in terms that go beyond the physical campus or the dynamics of small groups. The book implies, and in several chapters makes explicit, certain notions about the probable psychological costs of a college education in America today."

—BENSON R. SNYDER, Psychiatrist-in-Chief, Massachusetts Institute of Technology.

"'The American College' avoids discussion of the financing of education

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but social scientists should be put on notice, as educators need not be, that the kind of education which the authors directly or by implication support is expensive. The two colleges that are its leading exponents are the most expensive in the country."

-WILLIAM C. FELS.

"Dr. Sanford has said that the social scientist has a third function, that of reform. I cannot agree that the sociologist has such a function in his role as sociologist. . . . Research never dictates what should be done, only hopefully, how a goal otherwise determined may or may not be approached, and something about relative costs."

—DONALD YOUNG.

"The folklore of higher education in the United States has often been debunked by us intellectuals. Faculties tend not to believe that football, fraternities, and campus politics have much to do with education, though the American myth would have it that exactly those experiences rather than ones in the classrooms really educate for life. But, you know, our critical debunking has no more solid factual foundation than the folklore. Is it possible that smoking room and playing field do indeed make men? How would one find out? Surely it is incumbent upon us to get what facts we can before we divert funds from libraries to gymnasiums or vice versa. One college that has in recent years come to select students almost entirely from the top 1 or 2 percent of the population recently was offered scholarship funds 'for the kind of students we used to have in 1920.' Is there any way to know whether the more relaxed academic atmosphere and the greater emphasis on growth in character and social grace that characterized the campus of forty years ago was a worse or a better place for promoting society's basic aims for higher education? Colleges in the past decade have taken it for granted that ever-increasing intellectual ability and the ever-increasing homogeneity of aptitude are inherently good. Could we be wrong? How are we to find out?

"Too little of the empirical research reported in 'The American College' is directed to such fundamental issues, but a beginning has been made."

—WILLIAM PRENTICE.

"If educators have not heretofore heeded scientists it is because scientists have given them little to heed, and that so unsophisticated as to be virtually useless. I can think of no single administrative decision I might make that I could back with the unqualified authority of science. . . . Educators must be excused if they have not felt they could stand before their faculties and say we must change this practice to that because science has proved that that is superior to this.

"With the publication of 'The American College,' the educator has lost his excuse, and therein lies its challenge, indeed the greatest challenge since John Dewey's 'Democracy and Education' in 1916." —WILLIAM FELS.

Portrait of a College for Negro Women

SPELMAN, the first college for Negro women, was founded by two white New England spinsters in the basement of a Negro church in Atlanta, Georgia in 1881. John D. Rockefeller and his wife, Laura Spelman Rockefeller, gave their first gift to Negro education to the women and in subsequent years the Rockefeller family has continued to give generously to the college.

In **"The Story of Spelman College"** (United Negro College Fund, 22 East 54th Street, New York, 376 pp., $5) Dr. Florence M. Read, Spelman's president for twenty-six years, draws a loving portrait of the institution that she was so instrumental in molding. Under Miss Read's administration, (1927-1953) the character of Spelman College changed enormously, from that of normal school to liberal arts college. During those years, Spelman played a vital part in the development of the Atlanta University System and Center and in the formation of the United Negro College Fund.

In recounting the history of Spelman College, Dr. Read discusses the problems facing a Negro college in the deep South, perhaps the greatest being the large group of Negro students inadequately prepared for college work.

Although the book is confined to the history of a specific institution, many of the factors described are typical of all private colleges for Negroes. While discussing the growth of Spelman College, the author has also provided the reader with a broad outline of the progress of Negro education in the United States. —SUSAN ZAPF.

What do Dick, Jane, and Sally offer first-graders in reading?

Many of today's young adults learned to read with stories about Dick, Jane, and Sally. Now their children—or, if they are primary teachers, their pupils—are meeting Dick, Jane, and Sally in beginning reading materials.

Storms of controversy about reading methodology have raged around the heads of these story characters, even while young admirers were writing letters to Dick, Jane, and Sally, or sending Valentines, saying with first-grade forthrightness, "We love you. You are our friends."

This year Dick, Jane, and Sally are appearing again in new pictures and new stories in The New Basic Readers Scott, Foresman is publishing for the Sixties. What can teachers and parents count on from Dick, Jane, and Sally today?

First of all, these are real children that are pictured in the youngsters' books. For each character, the artist has had his own children or his next-door neighbors' as living models—playing with toys and pets, watching TV, wearing a space helmet, helping Father set up a barbecue, reacting in true child fashion to the story situations. Dick, Jane, Sally, their parents, their friends are straight out of the world of today.

Second, there's a new style of writing that matches the vitality and up-to-dateness of the pictures. There is much less "Look, look!" and much more expression of thoughts and feelings. The new vocabulary list includes words that are sinews of everyday speech, enabling the printed language to take on the syntax, idiom, and cadence of real talk. Understanding the printed language becomes essential to enjoying and interpreting the action in the pictures, to getting the point of a story. And each story does have a point—a problem is resolved or an unexpected turn of events brings surprise and pleasure to Dick, Jane, and Sally, and to children reading and living the stories along with them.

As always, the Dick, Jane, and Sally stories accent positive values. This is a happy family. Differences occur; child-sized catastrophes occasionally cloud the scene, but there are more "ups" than "downs"; standards of behavior are wholesome; an easy give-and-take among family and friends prevails. Surely it is worth while for children's early reading experiences to portray good things about home and neighborhood living, values we want and need to cherish today.

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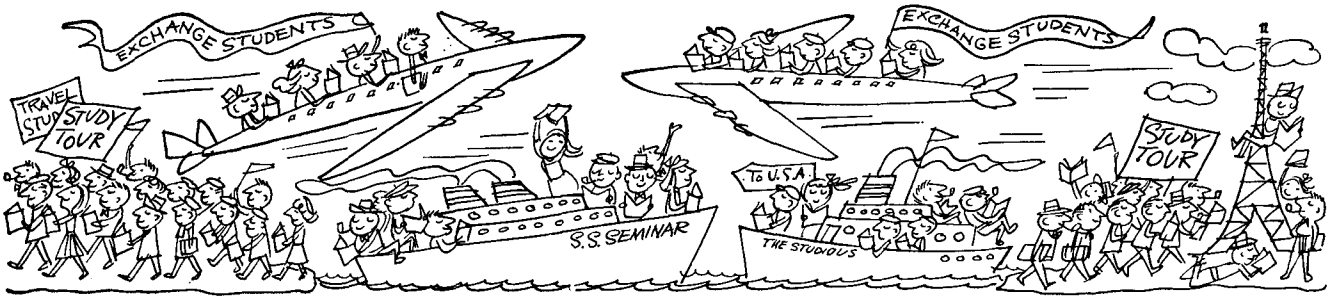
GO TO COLLEGE AND SEE THE WORLD



By JAMES F. FIXX

"TRAVEL is fatal to prejudice, bigotry, and narrowmindedness, all foes to real understanding. Likewise, tolerance or broad wholesome charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime."

This observation by that celebrated American traveler, Mark Twain, is abundantly ratified a century later in the startling proliferation of his globe-trotting countrymen. Nowhere, in these 1960s, is that proliferation more apparent than in the growing numbers of college-age travelers who, for a month, a semester, or a year, are leaving home to make the world their campus. The boom in what is broadly referred to as student travel has had its impact on virtually every college in the nation (and not a few high schools) and, in the years ahead, will unquestionably produce increasingly significant changes in the landscape of American education. One effect is bound to be a rapid erosion of insularity and chauvinism. As Senator J. W. Fulbright, chairman of the U.S. Senate Committee on Foreign Relations, has said, "The interdependence of all the world's peoples in the jet age is now greater, more complex, and more manifest than ever before and gives redoubled emphasis to the promise inherent in 'cross-fertilization' of cultures, and multiplies opportunities for the advancement of human welfare in every corner of the earth. Unfounded prejudices can be softened and destroyed, fundamental education advanced, conditions of health and labor improved, material resources developed."

Since the end of World War II the increase in the number of students going abroad has outpaced even the most starry-eyed predictions of those educators who had long regarded study abroad as an invaluable adjunct to the traditional campus-bound college years. In the decade from 1951 to 1961, student passports issued by the Department of State's Passport Office rose from just under 24,000 to over 96,000 — and the figure for this year is expected, for the first time, to hit 100,000 (see chart on page 80).

There has been a corresponding increase in the number of foreign students coming to this country, and the new U.S. Travel Service is busy drawing up plans for attracting even more of them to American campuses. "We're going to work vigorously at it," said Frank Overcarsh of the Travel Service the other day. "There's a great potential of foreign students who want to come here, and we're going to do everything we can to help them. There are places they can stay for peanuts. Colleges, for example, can be persuaded to donate dormitory space."

For the American student considering a trip abroad, whether for study or pleasure or a combination of both, the range of opportunities is as varied as the points of the compass. Among the principal varieties of student travel are the following:

►TOUR TRAVEL. Occasionally priced as low as $600 (but more often over $1,000), summer tours offer first-time travelers a broad, general view of a country or region. They are ordinarily arranged by commercial organizations.

►STUDY TOURS. Generally sponsored by a college or university, a study tour combines travel with an academically oriented program for which academic credits may often be earned. Prices, exclusive of transportation to and from Europe, range from less than $500 to $1,000 or more, depending upon the subject studied and the length of the tour.

►INDEPENDENT TRAVEL. Purpose, price, and itinerary are determined entirely by the student's own interests and budget. For the student who knows his way around, independent travel can be one of the most rewarding ways to go abroad; for the uninitiated, it can be a notable failure unless planned by a professional travel agent.

►SUMMER SESSIONS. Combining a visit to a foreign country with academic study at one of the country's schools, a summer session can often be attended for academic credit. Since foreign universities do not use the American credit system, however, students must arrange for credits with their own colleges and universities.

►REGULAR SESSIONS. Full-time study for a semester or more at a foreign university. Prices vary widely, depending upon the country, the academic program undertaken, and board and lodging arrangements.

►SEMINARS AND TRAVEL-STUDY PROGRAMS. These include lecture or study courses that combine trips or tours with an academic program, usually to illustrate aspects of the subject studied. Typical prices are $1,095, transportation included, for eight weeks in Scandinavia with the American Seminar of Social and Cultural Experience; $650, transportation excluded, for the six-week Classical Tour of Italy conducted by the Vergilian Society of America.

►AMERICAN COLLEGES ABROAD. Many colleges, such as the American University in Washington, D.C., Hollins College in Virginia, and Hamilton College in New York State, offer overseas aca-

(*Continued on page 79*)

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Where Americans Study Abroad

An estimated 15,000 U.S. students will head for foreign ports this summer to indulge in a wide variety of educational and cultural pursuits. An equal number will leave this fall to enroll for the regular academic year. Many others will travel abroad on student passports in the course of the year. The following tables list the 15 foreign universities attracting the largest number of American students, and a sampling of other institutions around the world that welcome a smaller number. The figures for U.S. students studying abroad are taken from "Open Doors, 1961," a report of the Institute for International Education (800 Second Avenue, New York 17, N.Y.). All other data are from Pan American World Airways' recent guide to the principal universities of the world, "New Horizons in Education." Information about the guide can be obtained from the Educational Director, Pan American World Airways, 28-19 Bridge Plaza North, Long Island City 1, N.Y.

WHERE MOST AMERICAN STUDENTS GO

INSTITUTIONS	TOTAL ENROLLMENT	COSTS PER YEAR (IN U.S. DOLLARS) TUITION	ROOM & BOARD	LANGUAGE OF INSTRUCTION	Number of U.S. students enrolled, 1959-60
	65,134	$60-200	$160-240	French	1,518
	825	550	540-720	English	709
	25,000	140-200	1,400-1,700	English	517
	20,000	15-24	540-630	Spanish	465
	7,044	400-550	620-760	English	403
	44,000	160	540	Spanish	392
	no data	100	630	Italian	350
	5,912	28	657-945	French	320
	15,000	150-500	180-360	English	319
	10,713	46-170	720-900	German	307
	3,400	160	720-1,080	French	302
	19,963	76-100	480	German	300
	13,262	190-400	585-629	English	275
	8,893	110-220	1,700-2,000	English	256
	7,462	76-100	360	German	252

OTHER FOREIGN UNIVERSITIES OPEN TO U.S. STUDENTS

	7,000	$ 25	$630	Spanish	12
	10,200	157-225	700	English	19
	8,000	10-22	450-540	Spanish	2
	12,458	$540		Finnish & Swedish	13
	1,500	40	675	Spanish	17
	7,000	50-100	700-1,000	Greek	54
	2,661	400	500	English	100
	10,000	Free	675	Spanish	no data
	1,400	100-155	324-396	English	7
	11,870	30-35	400	Japanese	21
	15,000	5.30	60	Turkish	2
	9,000	$700		Polish	no data

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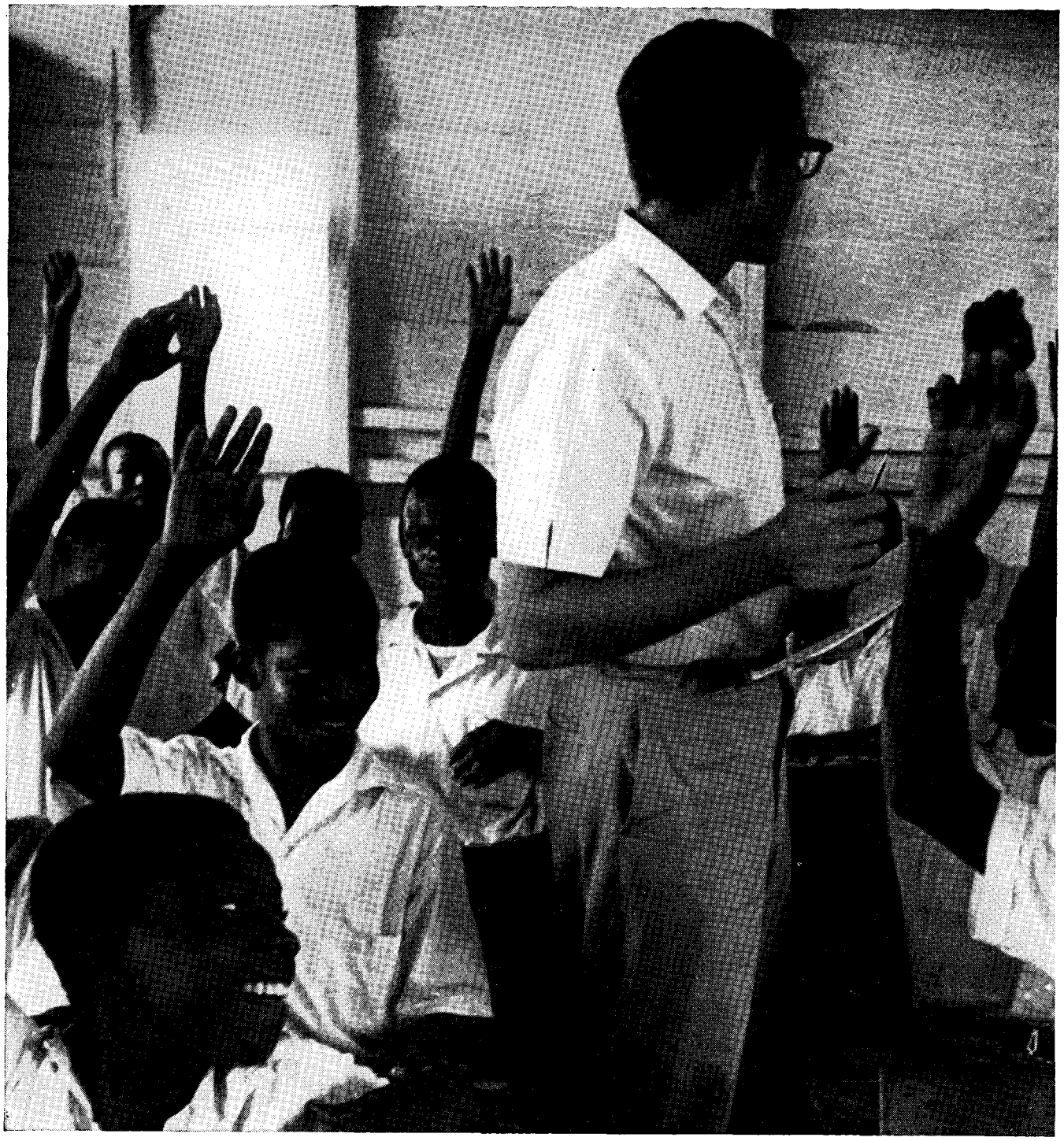

Their new school has an American teacher (He's a Peace Corps volunteer)

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DISCOVER THE ORIENT 29 days, $1940 from San Francisco. Japan, Bangkok, Singapore, HongKong, Macao, Hawaii.

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demic programs ranging in length from a summer to an entire school year. Some such programs are open to students not enrolled in the sponsoring institutions; other, such as Hollins's full-year program at the Sorbonne, are limited to regular students.

►JUNIOR YEAR ABROAD. Open only to students of the sponsoring school, this increasingly popular form of study abroad is now offered by some forty colleges and universities. Cost is ordinarily comparable to that of a year on the home campus.

►WORK CAMPS. Sponsored by such groups as the American Friends Service Committee, the Jewish Agency for Israel, and Operation Crossroads Africa, voluntary work camps offer an opportunity to make a contribution to the life of a foreign community, and at the same time to get off the beaten tracks of tourism. Costs are generally lower than for other forms of travel.

►OVERSEAS LIVING. The best known of overseas living programs is the Experiment in International Living, which combines a summer's stay with a family overseas and travel through a foreign country.

While the benefits of these various programs, like the benefits of any academic undertaking, are largely intangible and defy easy evaluation, there is clearly a groundswell of enthusiasm among students and educators alike. On campuses where large numbers of students have been abroad, an improvement in the intellectual climate can usually be observed. One American professor, quoted in a study of student travelers, "From Main Street to the Left Bank," by John A. Garraty and Walter Adams, described the effect of overseas scholars on his campus this way: "It will begin with bull sessions. The boys will ask them about the Paris girls, and they will tell them, but from there it will branch off into other subjects. The stay-at-homes will realize that these five boys know more, that they read more of the newspaper than the sports page and the comics, that they can bring to bear their experiences over here on the discussions and problems in classes, that when concerts and lectures are given on campus they really will want to attend. Then the crowd will realize that they are missing something, and they will follow."

Educational travel in America is as old as the history of this restless nation itself. In the eighteenth and nineteenth

Who Can Help

The following organizations are among those offering advice and assistance in planning overseas programs for students.

INSTITUTE OF INTERNATIONAL EDUCATION, 800 Second Avenue, New York 17, N.Y. A clearinghouse of general information on scholarship and fellowship opportunities for American students; administers fellowships, mostly on the graduate level, offered to U.S. students by the U.S. government (including the Fulbright program), foreign governments, foundations, universities, corporations, private organizations, as well as private donors.

UNESCO'S EXCHANGE OF PERSONS SERVICE, United Nations, New York. Maintains up-to-date files of information on opportunities for aid in foreign study offered by governments, international organizations, and private agencies in almost all countries.

EXPERIMENT IN INTERNATIONAL LIVING, Putney, Vermont. A nonprofit, independent educational exchange organization, the Experiment offers those between the ages of sixteen and thirty the opportunity of living in homes abroad and traveling through the country of their choice. Founded in 1932 and conducted today on six continents, the program this year will send 1,200 persons to thirty-one countries. Candidates are chosen on the basis of personal merit as determined by recommendations and interviews.

EDUCATIONAL TRAVEL, INC., 20 West 38th Street, New York 18, N.Y. A subsidiary of the U.S. National Student Association, this organization provides a low-cost foreign travel program and maintains a travel information and advisory service for American students and teachers.

COUNCIL ON STUDENT TRAVEL, 179 Broadway, New York 7, N.Y. A nonprofit coordinating agency with a nationwide membership of ninety-eight institutions and religious organizations that conduct international study, travel, and work camp programs.

COMMERCIALLY OPERATED PROGRAMS. A wide range of travel and study opportunities is available through many organizations, such as the Student International Travel Association, Thos. Cook, and American Express. (The U.S. National Student Association recommends that students interested in such programs deal directly with their travel agents.)

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centuries, American scholars often visited the cultural centers of Europe, either to enroll in foreign universities or for more informal study amid the libraries, museums, and monuments of the Old World. In "Innocents Abroad" Mark Twain mentions a cultural tour for adults as early as 1867, and toward the end of the nineteenth century a variety of tours were available. By the early years of this century, Howard E. Wilson points out in "American College Life as Education in World Outlook," a number of organizations had been formed specifically to facilitate student travel: the Bureau of University Travel, founded in 1891; the justly famed Experiment in International Living, organized in 1932; the Students' International Travel Association, dating from the early 1930s; and American Youth Hostels, organized in 1934.

But the big boom in student travel has come since 1945, stimulated by such factors as the large number of traveled veterans, the increasing interest in international affairs, and the revolution in transportation. As Juan T. Trippe, president of Pan American World Airways, writes in "New Horizons in Education," Pan Am's new guidebook to overseas educational opportunities: "Parents of students planning to study abroad can rest assured that their sons and daughters are never more than a day's journey from home, even though they may be enrolled in the most distant foreign universities. . . ."

The growth of student travel has inevitably brought its share of nay-sayers who argue gloomily that overseas study is more a lark than a lesson, and who agree with Philip Wylie that American travelers "bask in brassy ignorance and bristle with prejudices." When nearly 100,000 students go overseas in a single year, there is bound to be at least a measure of truth in such a charge, and no one — neither educators nor students — will claim that travel is invariably a benefit, either to the student, to his college, or to the country visited. A committee of representatives from the Association of American Colleges, meeting in early 1960 under a Ford Foundation grant to discuss the problems and potentialities of overseas education, reported: "What impressed the . . . conference was the fact that many programs are set in motion and operated with only the vaguest goals and objectives. It emphasized most strongly and repeatedly that in order to achieve positive values, programs must be based on clear and valid educational aims."

There have, to be sure, been some epic miscalculations and mixups in educational travel. "From Main Street to the Left Bank" reports the story of an American boy who went abroad to

WHERE DO EUROPEANS GO FOR THEIR VACATION?

To a cultivated European, superb food, excellent service, exciting cities, great works of art are part of his way of life—they are to be found all over Europe. If that was all he wanted from a vacation, he probably could stay home. But he doesn't stay home. He takes vacations—and often in Switzerland.

Why Switzerland? Because it satisfies his most cosmopolitan tastes for refinement and luxury and provides the most perfect atmosphere in Europe for a vacation. The natural grandeur and beauty of the country...the contentment and warm hospitality of its people have an extraordinary effect on the spirit. Subtly, surely, one feels again the joy of harmony with nature and man.

The European understands that the experience of deep relaxation and oneness with the world is the best vacation...and that Switzerland can give him such an experience as no other place can. No wonder that for more than two hundred years the most popular vacationland for Europeans has been Switzerland. Ask your travel agent about the attractions Switzerland offers to Europeans...and to you. Or write to Swiss National Tourist Office, Department H-10, 10 West 49th Street, New York 20, N. Y. or 661 Market Street, San Francisco 5, California.

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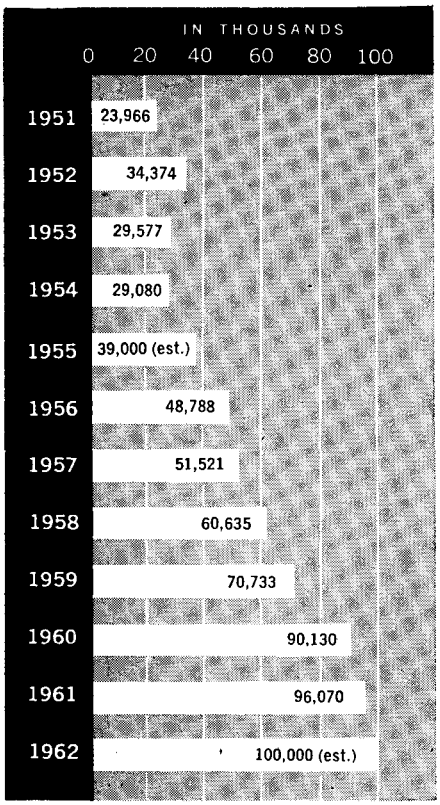
Student Passports Issued



Source: Passport Office, U.S. Department of State

study and was placed by his program director in a private home where the landlady had eight children. At one of his regular conferences with the boy, the director asked how things were going.

"Well, everything is O.K., but I'm having a hard time studying," the boy said. "I share a room with one of the children and he goes to bed early and wants the light out."

"Can't you study in the living room?" the director asked.

"No," answered the boy. "I can't study there. That's where Madame's boy friend sleeps."

The significant thing today, however, is not that such incidents occasionally occur, but that they occur as seldom as they do. Each year, as greater numbers of students have gone abroad, educators have become increasingly aware of the need for improved programs if overseas study is to yield its full potential. Educational travel, once an academic appendage to which many colleges and universities gave only an aloof blessing, has become more and more closely integrated with the Stateside curriculum. Princeton's Woodrow Wilson School of Public and International Affairs, for example, established an experimental program three years ago in an effort to see whether overseas travel during the summer could be made more valuable. Under next summer's program, nineteen juniors from eight institutions will participate in a study of European political cooperation. Much of the spring term is being devoted to preparation for the study, which will begin with a two-week seminar at the Institute for Social Studies in The Hague. Then the students will pursue individual research topics related to the main, overall subject. Finally, back on their home campuses, they will incorporate their research in theses. The effect, organizers of the program hope, will be a tighter meshing of overseas study with on-campus work.

Another sign that educational travel has become more closely linked to regular academic programs is that colleges and universities are attempting to establish criteria for evaluating the various kinds of overseas study. Because each institution is autonomous in granting credit, wide variations exist; a program that will give six credits to a student at one college may give none to a student at another. Not long ago, however, a significant step was taken toward defining what constitutes an academically sound program. Meeting at Oberlin College last February, representatives of a number of colleges, universities, and institutions concerned with student travel drew up a statement of principles that has since been distributed to every campus in the country, as well as to accrediting agencies, foreign study advisers, U.S. embassies abroad, and many educational and cultural organizations. The main recommendations, which have been widely adopted, are that students should have thorough preparation for overseas study, that such study should be measured by the same standard as work done on the home campus, and that a system of testing should be instituted to evaluate a student's achievement. Such principles clearly reflect the growing seriousness about educational travel. It's still possible, of course, to go off to Europe for a summertime frolic, but it's becoming all but impossible to persuade anyone that you ought to get academic credit for your caper.

This has become particularly true in recent years as colleges and universities

What to Read

A selected bibliography of publications useful to students considering overseas travel.

WORK, STUDY, TRAVEL ABROAD. *U.S. National Student Association, 20 West 38th Street, New York 18, N.Y.* $1. Annual publication of the National Student Association; contains information on opportunities available to students who desire to travel abroad for pleasure, study, or work.

HANDBOOK ON STUDENT TRAVEL. *Same as above.* $1. List of services of student unions in Europe. Includes hostels, inexpensive hotels, pensions, restaurants, transportation reductions available to students, tour planning, and other services.

STUDENTS ABROAD. *Council on Student Travel, 179 Broadway, New York 7, N.Y. Free.* Lists all programs of member organizations.

EUROPE—STUDENT TRAVELERS INFORMATION. *Same as above. Free.* Includes information on where to stay, restaurants, shopping, etc.

HAND-ME-DOWN. *Holland-American Line, 29 Broadway, New York 6, N.Y.* $3. Lists hotels, restaurants, out-of-the-way places and things to do which have been personally recommended by students. Revised annually on the basis of students' reports.

BARRON'S TEEN-AGE SUMMER GUIDE. *Barron's Educational Series, Inc., 343 Great Neck Road, Great Neck, N.Y.* $1.95. Directory of summer programs in the U.S. and abroad for students twelve to eighteen yeors old.

STUDY ABROAD, 1962. *UNESCO Publication Center, 801 Third Avenue, New York 22, N. Y., or Columbia University Press, International Documents Service, 2960 Broadway, New York 27, N.Y.* $3. A guide to fellowships and scholarships offered by governments, foundations, and institutions in over 100 countries and territories.

VACATIONS ABROAD, 1962. *Same as above.* $1.25. A companion volume to "Study Abroad"; contains information on some 1,500 educational and cultural vacation activities.

NEW HORIZONS IN EDUCATION. *Pan American World Airways, Dept. 306, Box 1111, New York 17, N.Y.* $2. A compact, illustrated guide to principal overseas universities accepting American students, with information on academic credits, foreign educational systems, courses of study, tuition, accommodations and cost of food and lodging, etc.

HANDBOOK ON INTERNATIONAL STUDY: FOR U.S. NATIONALS. *Institute of International Education, 800 Second Avenue, New York 17, N.Y.* $3. A guide to study, training, and other opportunities abroad.

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have come to recognize the importance of a student's knowing the language of the country he is visiting. Not too many years ago, an American student could go abroad insulated by a cocoon of American language, customs, and ideas, never mingling with the natives at anything closer than camera range. Today, however, the trend, as in the Princeton program, is toward a thorough study of the language of the country to be visited. The effect, aside from providing the means for a significantly richer cultural experience, is to discourage the dilettante traveler who wants all play and no work.

The student contemplating overseas travel for the first time is faced with a bewildering number of opportunities, and unless he chooses his program carefully he's likely to discover, midway through it, that something else would have suited him better. But such disappointment is largely avoidable. A number of valuable organizations are equipped to provide advice on student travel, and numerous informative books and pamphlets are available (see listings on pages 78 and 80).

In the Cold War year of 1962, as the globe is buffeted by the chill winds of discord and hostility, there is a growing conviction that travel, whether for study or pleasure, exists in a larger context than is commonly recognized, that the traveler is more than simply an individual on the move. The voyager from the U.S., whether he likes

the role or not, is inevitably seen as a representative of his country. As Thomas C. Mendenhall, president of Smith College, writes in "New Horizons in Education": "Just as ill-prepared, immature students from the United States who journey abroad to study will do neither themselves or their country any good, so the mature student, well prepared in language and training for the level of work he is seeking, aware of the necessity both to defend his country and its actions as well as to preserve a balanced yet critical perspective on it from afar, such a student at this moment can be one of the nation's most effective envoys to the world."

For this year's 100,000 student travelers, the opportunities have never been greater.

New Books

THOMAS JEFFERSON AND THE DEVELOPMENT OF AMERICAN PUBLIC EDUATION. *By James B. Conant. University of California Press (Berkeley, Calif).* 164 *pp.* $4. Three essays on the Jeffersonian tradition in American education.

PROFESSION OF ENGLISH. *By G. B. Harrison. Harcourt, Brace & World.* 183 *pp.* $3.95. (See EDITOR'S BOOKSHELF).

THE ROLE OF THE FEDERAL GOVERNMENT IN FINANCING HIGHER EDUCATION. *By Alice M. Rivlin. The Brookings Institution (1775 Massachusetts Avenue N.W., Washington 6, D.C.).* 179 *pp. Paperback.* $3. A discussion of the arguments for and against increased federal aid.

A VIEW FROM WITHIN. American Education at the Crossroads of Individualism. *By Paul P Mok. Carlton Press.* 189 *pp.* $3.50. (See EDITOR'S BOOKSHELF).

PERCEIVING, BEHAVING, BECOMING. A New Focus for Education. Yearbook 1962. *Association for Supervision and Curriculum Development, NEA. (1201 Sixteenth Street N.W., Washington 6, D.C.)* 256 *pp.* $4.50. A study centered about two basic questions in education: What sort of adult should the schools try to produce, and how can this goal be achieved?

STUDY ABROAD — 1962. *UNESCO (Available from Columbia University Press, New York 27).* 725 *pp.* $3. Contains information on more than 115,000 individual opportunities in 115 states and territories for international study and travel in 1962.

THE BIG RED SCHOOLHOUSE. *New Revised Edition. By Fred M. Hechinger. Doubleday.* 200 *pp. Paperback.* 95¢. A comparative evaluation of Russian and American schools by the education editor of the *New York Times.*

ORGANIZING NEW YORK STATE FOR EDUCATIONAL CHANGE. *By Henry M. Brickell. New York State Education Department. (Available from Commissioner of Education, State Education Department, Albany, N.Y.).* 107 *pp. Paperback. Free.* An analysis of the process of instructional change in the public school system of New York State with recommendations for accelerating change.

THE PLANNING OF CHANGE. *Edited by Warren G. Bennis, Kenneth D. Benne, and Robert Chin. Holt, Rinehart, and Winston.* 764 *pp.* $8.50. Readings in the applied behavorial sciences.

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Progressive Education

Continued from page 57

helped turn back Communist infiltration of teachers' unions. He was a tower of strength in the Liberal Party; he was a candidate for public office and in the vanguard of social movements of his time. He is still active in his retirement.

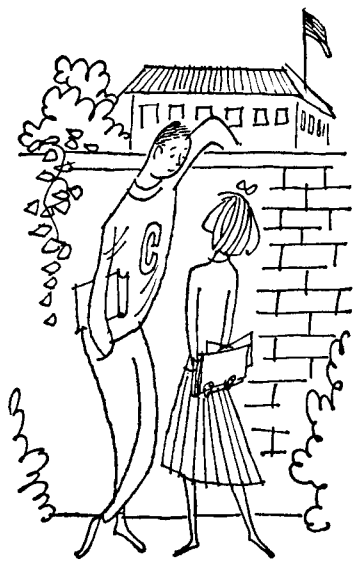
To others equally immersed in the progressive movement, democratic values were central to all considerations. For instance, to Boyd H. Bode, the Lincoln-like man from Illinois who made his major contribution through Ohio State University, the crucial need was for the clarification of differences between the democratic way of life and the way of its authoritarian competitors. As he saw it, the road out of value confusion led through a remorseless and unremitting use of the method of intelligence in human affairs. To Bode, progressive education was at the crossroads and a child-centered view would never suffice. Nor was indoctrination the road to a better world. He conducted his classes in philosophy of education through the Socratic method and he fostered thought with every heckling, humorous, or trenchant exchange of ideas into day-by-day learning experiences.

I venture for your consideration the bold hypothesis that each of these men touched on part of the whole, that each perceived and particularly stressed an aspect of education which we neglect at our peril, that each succeeded nobly, and, where he failed, failed gallantly in building the "new education." Each asked the right questions; each responded with relevant contributions toward workable answers for our times.

The thinker who came closest to the reconciliation of the individual, society, and philosophical foundations—was the extraordinary John Dewey, whose centennial was celebrated by the John Dewey Society three years ago through meetings in scores of universities across the nation. The word "extraordinary" is used advisedly. During his long lifetime, this incredible man lived a full life as a person, participated in social and civic action, conducted the most famous laboratory school in history, became the father figure of the progressive education movement (and, to shift the analogy, sometimes served as mother hen by reconciling conflicts and even smoothing ruffled feathers in the flock), became a towering figure in philosophy, and, in the process, managed to leave for posterity a legacy of 5,000 pages of articles and 18,000 pages in book form.

Yet even Dewey, prodigious though his endeavors were, never achieved extensive translation of his ideas into a new curriculum. Underbrush in philosophy needed to be cleared. After his Laboratory School experimentation, and after setting forth his pedagogical creed in such books as "The School and Society" and "Democracy and Education," Dewey gave himself to this Herculean labor as he built his philosophy of experimentalism. He constantly reacted to trends and tendencies in progressive education, as he did in his critique "Experience and Education." He made only occasional critical forays into program building. He would be the first to admit, were he alive, that much remained to be done to implement his ideas on what he preferred to term simply "education," rather than "progressive education."

So we turn back to the thinking of representative intellectual leaders of the progressive movement in education, not in any spirit of ancestor worship, but for the inescapable questions they raised and for the insights they contributed toward workable solutions for our times. Cremin says it well in his final paragraphs: "There remained a timelessness about many of the problems the progressives raised and the solutions they proposed. . . . And for all the talk about pedagogical breakthroughs and crash programs, the authentic progressive vision remained strangely pertinent to the problems of mid-century America. Perhaps it only awaited the reformulation and resuscitation that would ultimately derive from a larger research and reform in American life and thought." With these words Cremin partially redeems the strange inconsistency of pointing out brilliantly in early chapters that social currents created progressive education well before the official establishment of a Progressive Education Association, yet conveying the impression in his final chapter that the demise of an organization and a magazine meant the death of progressive education. The fact that ideas live beyond organizations apparently escaped the overanxious gravediggers who gleefully greeted Cremin's book as the definitive obituary for progressive education as a force in American ideas.



The questions raised and many of the tentative answers ventured by the early leaders of progressive education are not dead nor will they die. In time, the sponsors of new educational technology, the advocates of varied forms of educational organization, the proponents of study of the structure of separate disciplines, must face the inescapable questions and consider the possible solutions proposed.

The problem for sponsors and users of programmed learning through teaching machines does not lie in the capacity of the machine to produce positive reinforcement, whether it takes the form of a kind word, a pat on the head, or, indeed, a bottle of Coca-Cola. Given technical ingenuity, a reinforcing reward will be forthcoming. The harder problem for sponsors and users of the teaching machine is whether positive reinforcement will be used to bring nearer George Orwell's "1984" and Aldous Huxley's "Brave New World," or whether programmed learning, using positive reinforcement selectively and with discrimination, will reduce the skill-drudgery of education and free teachers and students for more humane aspects of learning and human development, such as creativity, the use of reflective thought, and experiences in freedom. Consider, for instance, this quotation from "Walden Two," a Utopia envisioned by the pioneer of teaching machines, B. F. Skinner of Harvard, a Utopia which appears to some of us an authoritarian nightmare world of behavioristic conditioning. T. E. Frazier, spokesman for "Walden Two," says approvingly, "Now that we *know* how positive reinforcement works and why negative doesn't . . . we can be more deliberate, and hence more successful, in our cultural design. We can achieve a sort of control under which the controlled, even though they are following a code much more scrupulously than was ever the case under the old system, nevertheless *feel free*. They are doing what they want to do, not what they are forced to do. That's the source of the tremendous power of positive reinforcement—there's no restraint and no revolt. By a careful cultural design, we control not the final behavior, but the *inclination* to behave —the motives, the desires, the wishes.

"The curious thing is that in that

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case *the question of freedom never arises.*"

In the light of this quotation we can understand why Aldous Huxley recently reminded us in "Brave New World Revisited" that it may be later than we think. He wrote as his conclusion, "The older dictators fell because they never could supply their subjects with enough bread, enough circuses, enough miracles and mysteries. Nor did they possess a really effective system of mind-manipulation. . . . Under a scientific dictator, education will really work—with the result that most men and women will grow up to love their servitude and will never dream of revolution. There seems to be no good reason why a thoroughly scientific dictatorship should ever be overthrown."

THE problem before the sponsors of educational television is not how wide a circle over six states, or indeed a nation, can be reached by a plane flying for Midwest Airborne Television. Nor is it bouncing beams off satellites for global television. Technology will solve those problems. The real problem is whether the device will realize the gloomy prophecy of an old Vanderbilt University professor who once said at a meeting of the American Association of University Professors, "Gentlemen, the time is coming when one Harvard University professor will determine through his history course on television what history is taught in the United States—and even if it's Arthur Schlesinger, Jr., I say the hell with it!"—or whether imaginative educational TV will provide learners with a magic carpet to a wider world of experience made at once more expansive and more closely detailed.

The problem before the sponsors and users of team teaching is not precisely how many students to instruct at any given time in any given space. It is not whether a new magical number combination, proposed for better staff utilization, or some flexible magic of numbers out of Lexington, Massachusetts, will take the place of the former magic number—25 or 30 in each classroom. Experience and, we hope, genuine controlled experimentation, will supply the answer here. The real problem is whether team teaching actually will improve learning, whether it will evolve toward emphasis on the *interrelationships* of subject matter, whether it can provide sufficient personalized contacts with teachers and sufficient firsthand experiences by students to enable young people to deal with significant problems.

The problem before the sponsors and users of the dual progress plan is not the technical difficulty of introducing specialized science, mathematics, and arts teachers into elementary school organization through the demonstrations at Ossining and Long Beach in New York. The real problem for the sponsors and users of the dual progress plan is recognized by the originator of the plan as whether the dual progress plan will or will not better answer some of Dewey's persistent queries; George Stoddard poses the issue in his new book, "The Dual Progress Plan," which should be read along with the Association for Supervision and Curriculum Development pamphlet, "The Self-Contained Classroom," for differing organizational approaches to possibly compatible goals.

The problem before the liberal arts professors currently reconstructing and updating knowledge in such disciplines as physics, biology, and mathematics is not whether they can cram all of man's new knowledge into separate watertight compartments, which will then be siphoned off during the elementary and high school years. They can't. Even if they could, they would endlessly face true obsolescence, for knowledge swiftly dates and, like fish, won't keep. The real problem, of which some of the reconstructors of disciplines are aware and of which others appear quite unaware, is whether the scholars can identify concepts in their new knowledge which can be made meaningful to children and youth, appropriate to both the general and specialized education needed for living in today's society, crucial in the process of critical thinking and problem solving—or whether their reconstructed and amplified knowledge, however new, will prove to be inert subject matter in Alfred North Whitehead's sense.

The problem for those who are studying the structures of the disciplines may be first to make clear what they mean. Granted that they can and do, the question will face them as to whether their studies of structures of disciplines are to be achieved as culminations built upon the experience of learners, as Dewey recommended. Or will their studies of structures of disciplines be evasions of problems central to general education, formal orientations to content which bear little relationship to how young people live and learn?

One can derive little encouragement for the future of study of the structure of the disciplines from the views of Charles R. Keller, director of the John Hay Fellows Program, who believes "too many social studies teachers have emphasized the creation of good citizens rather than the content and discipline of their subjects." He says, "Attitudes cannot be taught in formal classroom situations. We weaken education—and schools—when we try to do so. What students should do in school is to study subjects and become acquainted with facts and ideas. Subjects as such have disciplines that will help to develop students' minds." Is this the conception of educational aims and psychology of learning which is to characterize the new advocacy of studying the structure of disciplines? Surely this was not the conception of Arthur W. Foshay when, in his presidential address to the Association for Supervision and Curriculum Development in 1961, he advised "that we educators take directly into account the nature of the organized bodies of knowledge, in addition to the nature of the growing child and the nature of our society, as we try to make curriculum decisions."

If their work is to have meaning, rather than to be innovation for unclear purposes, the sponsors and users of the new technology, organization, and approaches to disciplines must come to terms with the questions that engaged the intellectual leadership of the progressive movement in education. Questions of "why" and "what" have necessary precedence over questions of "how" and "when." The inescapable questions relate to the aims of education, the foundations of the program, and what the schools should teach as appropriate content based on such aims and foundations.

IS, then, the progressive movement in education obsolete? I think not. The questions raised by the "new education" are remorseless, inevitable, demanding. The answers provided by the intellectual leaders of the progressive movement were promising beginnings, useful leads, valid foreshadowings.

When considerations of "why" are dodged, we get prescriptions which simply cannot be appraised. One cannot truly evaluate the proposals made in widely read books which are characterized by indifference to aims and purposes in the early chapters and which then constantly smuggle in unanalyzed value assumptions through the remainder of the pages. Two knights entered in the educational jousting show this tendency: both the great and good James B. Conant and the provocative and parncing Martin Mayer.

Conant, for instance, does not set

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forth aims for education in "The American High School Today." Yet he steadily makes assumptions as to what knowledge is of most worth.

In "Slums and Suburbs," Conant says, "It is after visits to schools like these that I grow impatient with both critics and defenders of public education who ignore the realities of school situations to engage in fruitless debate about educational philosophy, purposes, and the like. These situations call for action, not hair-splitting arguments." Yet "Slums and Suburbs" is permeated with proposals for action which must be based on philosophic assumptions.

In "The Schools," Martin Mayer colorfully rejects all possible formulations of aims. He says, "It is well to rid oneself immediately of this business of 'the aims of education.' Discussions on this subject are among the dullest and most fruitless of human pursuits. Whatever the ideal general 'aims of education' may be, they certainly cannot be accomplished in schools." He then proceeds to lace through his book individualistic approbations and denunciations based on his acceptance of undefined aims.

One of the myths of our times is that the several tendencies which characterized what is broadly termed progressive education prevailed, were fully achieved, and are now being repudiated. This sedulously cultivated myth is incomprehensible. The reality is that progressive education has never been tried on any significant scale.

As the inescapable queries reassert themselves and the tentative proposals of the varied interpretations of progressive education are reconsidered, educators will find it necessary to utilize the insights of Dewey, Bode, Counts, and Kilpatrick. An education which takes into account the individual, his society, and his values — an education which builds upon the soundest possible scholarship derivative from psychological, social, and philosophical foundations —is imperative in developing a curriculum appropriate for twentieth-century man.

The central questions posed and the relevant contributions toward workable answers for our times made by such interpreters of the progressive movement in education are not obsolete. They must and will persist. In time, they will be embodied in the form of new proposals for modern education, new syntheses which build upon our predecessors, as is common in the world of ideas. The overanxious gravediggers, and those who currently give them comfort, will discover as this twentieth century moves along that what they have mistaken for a corpse is indeed very much alive.

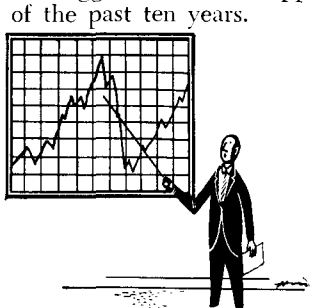
Superintendents

Continued from page 59

about the changes now coming about in the best schools through imaginative and flexible rearrangements designed to do something about the great individual differences in children. From experiments with nongraded primary schools to Advanced Placement courses in high school the public schools are trying to get the institution out of the way of the student. We need more thinking of this kind about the education of superintendents.

The breadth of the responsibilities they carry and the variety of decisions they confront necessarily make superintendents of schools generalists who need wisdom rather than specialists who need expertise. The sources of wisdom, as those who appoint business leaders and college presidents can testify, are many and varied. Let's concede that one source of wisdom may be the graduate school of education; but let us at the same time admit that this institution has no monopoly on the development of those powers of mind needed by a good superintendent. I have long believed that a man with the abilities of Adlai Stevenson might be a successful educational administrator in a large city, and one who would lend the profession dignity; but I imagine he's a little short of semester hours.

In addition, we need further critical examination of the real importance of the formal study of various aspects of educational administration. An argument can be made that if superintendents had to choose between the study of the liberal arts and sciences on the one hand and the theory and practice of educational administration on the other, they would be vastly better prepared to provide true leadership to the schools by taking the first alternative. There is hopeful recognition in the new AASA policies of the need illustrated by this artificial choice; but it is important to qualify this hope with a recognition of the possible shortcomings inherent in the close alliance of the social scientists and the professors of educational administration advocated in the Kellogg Foundation supported efforts of the past ten years.



Admittedly the social sciences have much to offer the administrator of public education. They can teach him to apply the process of disciplined analysis to the problems he confronts; they can make him wary of facile generalizations and the all too frequent superficial studies. More than this, they can lend insights into people and groups of people and into how they behave and how they learn. They can also lead to a deeper understanding of the society which is the superintendent's working environment.

But the great reservoir of human experience on which we must base our judgments of public policy and private good as we face an uncertain future is broader than the social sciences. It is contained in all of those fields of study called the liberal arts and sciences. These studies have given the free man a basis for discovering meaning in his life, ways to attack his problems, and avenues to move with confidence into the future. They embrace the study of the humanities and the sciences as well as the social sciences.

Although the new proposals for improving school administration advocate a return to these sources of strength, one wonders how vigorous this movement will be. There is a danger that the return, if it does develop, will be largely to the social sciences, through economics, psychology, sociology, and similar disciplines, all of which have important contributions to make. Yet a society whose most important issues are questions of value might well ask its leaders of education to give their energies to considering what is true, what is beautiful, and what is good, just as much as to investigating how shall we get along together or what are the bases for tax policy. To put it another way, the social scientists may be more concerned with making what we have in the schools work than with helping to attack the difficult problem of what we *ought* to have. In any comprehensive attack on the quality of our schools both of these frontiers need to be well served.

One of the great shortcomings of public education in our land is in the area of taste and values. Drum majorettes and courses on baton twirling ally with other ways of perpetuating adolescence to promote a shallowness that challenges the central purpose of the schools, the maturing of the individual's intellectual powers. If our educational leaders are good managers, these superficial (and expensive) activities will be well run. If our leaders have some sense of the traditions and importance of the arts or the arguments of the philosophers, they may be more tempted to inquire whether these activities really

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deserve the emphasis they receive in many schools.

I would argue, then, for a further effort to connect the training of those who will manage public education with the major sources of wisdom we have in our universities, the liberal arts and sciences. There is evidence, for example, through the John Hay Fellows Program for encouraging the study of the humanities, that high school administrators exposed for a summer to literature, drama, and the fine arts, and particularly to lively discussion of these, gain an exciting interest in connecting their administrative efforts to the significant themes of the human heritage. Superintendents of schools, whether experienced or in training, need the same form of refreshment. They might, also, take a lesson from the Bell Telephone Company and other large corporations which have been exposing their executives to additional liberal education to broaden their vision. Both of these efforts are proceeding without much attention to semester hours.

The sciences as part of the general education of school administrators present a special case. What administrative people need is not great competence in any one science but rather a feeling for the spirit and the procedures of all sciences. They require an appreciation of the impact of modern science on philosophical ideas, on our social system, and on economic issues. It would be unrealistic to ask potential superintendents to pursue a science at the graduate school level in order to attain these insights, although such an effort has real value for those who can sustain it. Failing this possibility, work in the history of science seems to me the most useful endeavor for administrators.

Looking to the future, I see some hope in the studies and activities which have been supported by the Kellogg Foundation and which are summed up in the pamphlet *Toward Improved School Administration*, published last September and available from the W. K. Kellogg Foundation, Battle Creek, Michigan. At the same time, there are real dangers of lack of flexibility and of focus on the wrong emphasis inherent in the actions which are now coming from graduate schools of education, from state legislatures, and from state departments of education. AASA members and the public need an awareness of these dangers, for the combination of a powerful professional organization in close alliance with state education departments is in the process of setting new limits on who shall lead public education, limits which can narrow the horizons and restrict the potentials of the schools instead of attracting able, imaginative people into the profession.

Letters

Continued from page 55

I have read in a long time. Mr. Taylor has performed a valuable service for me and, I am sure, for many others.

JACOB LANDERS, Coordinator,
Higher Horizons Program,
New York City Board of Education.
Brooklyn, N.Y.

HAROLD TAYLOR is one of our boldest and most farsighted teachers; but I must disagree with him when he says that the conservatives are right in attacking the idea that anything that does not interest and excite children is bad. There is no excuse for boring children, and no profit in doing so. The interest of children is easily aroused; even after many years of school they retain a good deal of their inborn curiosity; and it is only laziness that keeps us from finding ways to maintain and expand their interest in the world they live in.

JOHN HOLT.
Boston, Mass.

MEA CULPA

THE CONSISTENT misspelling of Mr. Clarence L. Barnhart's name in the review of "Let's Read" [*SR*, Jan. 20] is a most unfortunate occurence. Mr. Barnhart is a distinguished author whose editorship of the Thorndike-Barnhart Dictionaries is an established fact with children, teachers, parents, and the publishing industry. Indeed his name is synonymous with dictionaries. Your review conceals Mr. Barnhart's identity and therefore restricts the impact of your review of "Let's Read."

DOMINIC SALVATORE,
Sales and Promotion Manager,
Wayne State University Press.
Detroit, Mich.

SPLIT INFINITIVE

WHAT, PRITHEE, is the current status of the split infinitive? When I was in school, twenty thousand years ago, we were taught to avoid split infinitives as we now avoid hepatitis. And yet I find them peering at me from around the most learned of articles, penned by the (theoretically) most learned of men. I found one in an article in your Education Supplement several months back, written by a college president, I think. Is it socially acceptable to split an infinitive?

Helping to rapidly stamp out the split infinitive,

(Miss) JO LEE.
Yonkers, N.Y.

EDITOR'S NOTE: *Our editors (and many grammarians) think that some infinitives deserve to be split but we can't always agree on which ones.*

SR's FOOTBALL AWARD

THE LIST OF worst football teams [*SR*, Jan. 20] is incomplete. The omission of Hobart College is unwarranted. We had a perfect 0-8 record, although we came close to spoiling it twice. Moreover, we played worse teams and scored fewer points than many of the listed teams.

CHRIS VASILLOPULOS,
Hobart College.
Geneva, N.Y.

COLORADO STATE UNIVERSITY'S football team is worse than your tabulation showed. The winless 1961 football season, combined with the 1960 record, actually gives us a string of sixteen straight losses, not merely ten. But two shadows have fallen across that picture of indirect testimony to a concern for education: the old coach has gone, and a new coach has arrived.

LAWRENCE R. DAWSON, JR.,
Department of English,
Colorado State University.
Fort Collins, Colo.

FRANKLIN AND MARSHALL COLLEGE is proud to be cited for "putting its energies, resources, and enthusiasms in another direction," but it is sad that a magazine of your stature must resort to an analysis of a college's football record, rather than to a general study of the college's academic background, to uncover some of the nation's top institutions.

DAVID ORMAN,
Franklin and Marshall College.
Lancaster, Pa.

On a Sunday Stroll

By Edwin Honig

"IS this the cheek I've weather watched?
These twenty dogged doting years?"
I mumble in your suddenly
Enormous ear this gritty pearl
I could as well have let slip by.
"That's you all over," eyes reply.

"If that's me, dear, I'd just as soon
Stop here and, like bound light in that
Big single sky-thrown bouncing tree,
Burst through in flames and burn this town,
This sidewalk to a crisp!" You think;
I stop. You turn; I wait. Eyes wink.

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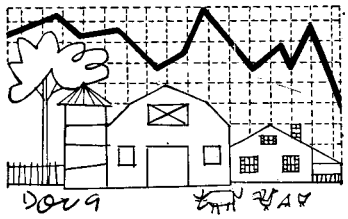
Brown

Continued from page 17

that point lies, but clearly population cannot continue to grow indefinitely. Man has it in his power to determine at what point population growth should stop. If he does not make use of that power, nature will eventually act in his place by elevating the death rates to match the birth rates.

The most disturbing feature concerning Professor Fedorov's laissez-faire attitude about birth rates, however, is an immediate one and has little to do with the question of the ultimate numbers of persons who might eventually inhabit the earth. If the underdeveloped areas of the world are to attain adequate living standards in a reasonable length of time, the rate of economic growth must be substantially greater than the rate of population growth. Clearly if the economy grows at the rate of 25 per cent per decade and if the population also grows at that rate, the net result will be that the average person's lot is not improved — he will simply end up being more crowded than previously. From the point of view of the rate of per capita economic growth, a decrease in birth rate is equivalent to an increase in the rate of capital investment.

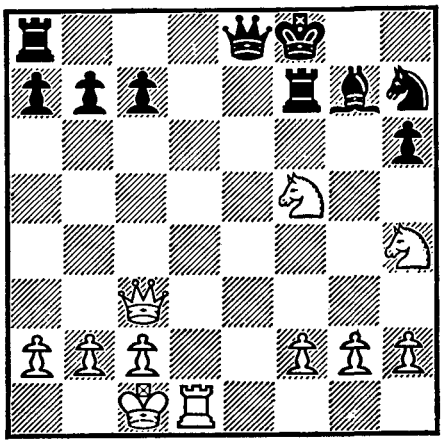
Professor Fedorov, like most Americans, favors major world-wide programs aimed at eliminating disease. To do this without at the same time encouraging a decrease in birth rate—particularly in the already dangerously crowded areas of the world — could have a disastrous effect upon the per capita rate of economic growth. It must also be kept in mind that both the Soviet Union and the United States started along the path of industrialization under particularly favorable circumstances. They both possessed vast resources and low population densities. By contrast, many areas of the world are starting along this path with population densities which are already ex-



tremely high and are growing rapidly.

Professor Fedorov suggests that by the time the human population becomes too large to be contained by the earth, human beings will emigrate to other planets. While I am all in favor of our journeying to other planets in order to increase our knowledge of the universe, I suggest in reply that such a step would give us but small relief. In the first place, the only two planets which we might, even remotely, be able to inhabit — Venus and Mars — are both smaller than the earth. In the second place, the conditions on both planets are apparently sufficiently hostile as to make our own Antarctic region and the Sahara Desert appear to be comfortable paradises.

I agree enthusiastically with Professor Fedorov's views concerning the potentialities of international cooperation, aimed at solving some of the major problems confronting the world. I also agree that the major barrier to cooperation lies in war and the threat of war. I know that many of my American colleagues are anxious to work with Professor Fedorov and his colleagues in the Soviet Union in order to help decrease the threat of war and to help make the world a better place in which to live. Although Americans and Russians disagree about many things, if we work together on those matters upon which we do agree, it cannot help but be a positive force for peace.



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KINGSLEY DOUBLE-CROSTIC NO. 1455

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By Doris Nash Wortman

DEFINITIONS	WORDS
A. A photograph of clouds.	139 166 123 63 88 90 18 71 171
B. Said by John Heywood to be as good as a feast.	170 154 201 2 62 25
C. Customary phrase used to mean a thoroughly provided ship (comp.).	5 20 145 55 89 138 202 176 150
D. Cushion of a billiard table (2 words)	118 36 153 188 148 132 159
E. Filled with pleasure, esp. for some specific cause.	122 126 133 158 8 175 84 42 99
F. Variation of scat.	169 9 39 182 27 116
G. Make unwarranted alterations in (2 wds.).	66 68 78 109 120 192 162 127 35 165
H. Melt completely (2 wds.).	26 80 177 104 17 180 136
I. Eccentric person; a "creep" (Dict. of Amer. Slang).	34 195 83 1 168 112 29
J. Another name for Lake Moro, Philippine Islands.	64 131 21 142 86
K. Gentleness.	185 6 31 163 102 183 92 40 193 146
L. Rather unusual sp. of Bible name, feminine, meaning grace (esp. in New England families).	105 149 152 81 200
M. Defeating by narrow margin (2 wds.).	19 22 10 174 103 32 161 143 93

DEFINITIONS	WORDS
N. Talk in a weak or silly manner.	147 85 43 128 53 113 108
O. Wavering in purpose or action.	58 91 130 98 181 111 167 144
P. Classifying a Greek or Roman temple with nine columns across the front.	114 52 160 77 54 121 57 50 141 204
Q. The ancient shoemaker in Dickens' "Tale of Two Cities".	198 51 95 194 41 184 37
R. South African vulture.	119 140 44 76 179 24 67 178
S. Very old men (now a rather contemptuous term).	96 45 38 101 191 124 12
T. Absorptive.	30 134 16 4 48 65 107 60 115 199
U Ursa Minor.	110 187 82 135 203 14 59 157
V. The time of life when, acc'g to Dr. Johnson, one's confidence is "towering" (comp.).	69 164 189 106 33 87 47 190 155
W. Describing a prisoner temporarily, and specially, released from custody but still obliged to answer demands from the law (3 wds.).	125 23 13 75 197 49 186 137 56
X. Obtained by surprise, in secret, or by concealing the truth.	151 15 97 129 73 173 94 11 196 100 61 72
Y Russian comrade (Russian sp.).	3 172 156 79 74 117 7 46 28 70

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second Edition.

	1 I	2 B	3 Y		4 T		5 C	6 K	7 Y		8 E	9 F	10 M	11 X		12 S							
13 W	14 U	15 X	16 T	17 H	18 A	19 M		20 C	21 J	22 M	23 W	24 R	25 B		26 H	27 F							
	28 Y	29 I	30 T	31 K	32 M		33 V	34 I		35 G	36 D	37 Q		38 S	39 F	40 K							
41 Q	42 E		43 N	44 R		45 S		46 Y	47 V	48 T	49 W	50 P		51 Q	52 P	53 N							
	54 P	55 C	56 W		57 P	58 O	59 U	60 T	61 X	62 B	63 A		64 J	65 T	66 G	67 R							
	68 G	69 V		70 Y	71 A	72 X		73 X	74 Y	75 W	76 R	77 P	78 G		79 Y								
80 H	81 L	82 U	83 I	84 E		85 N	86 J	87 V		88 A	89 C		90 A	91 O	92 K	93 M							
94 X	95 Q	96 S		97 X	98 O	99 E		100 X	101 S		102 K	103 M	104 H	105 L	106 V	107 T							
108 N	109 G		110 U	111 O	112 I	113 N	114 P	115 T	116 F		117 Y	118 D		119 R	120 G	121 P							
122 E		123 A	124 S	125 W	126 E	127 G	128 N	129 X	130 O		131 J	132 D		133 E	134 T	135 U							
136 H	137 W	138 C	139 A	140 R	141 P		142 J	143 M	144 O	145 C	146 K	147 N		148 D	149 L	150 C							
	151 X	152 L	153 D		154 B	155 V	156 Y	157 U	158 E		159 D	160 P	161 M	162 G	163 K								
164 V	165 G	166 A	167 O		168 I	169 F		170 B	171 A	172 Y	173 X	174 M	175 E	176 C	177 H	178 R							
	179 R	180 H	181 O	182 F	183 K	184 Q		185 K	186 W	187 U		188 D	189 V		190 V	191 S							
192 G	193 K	194 Q	195 I		196 X	197 W		198 Q	199 T		200 L	201 B	202 C	203 U	204 P								

Solution of last week's Double-Crostic will be found on page 12 of this issue.

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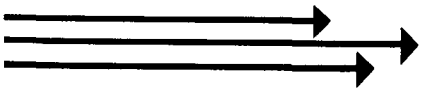

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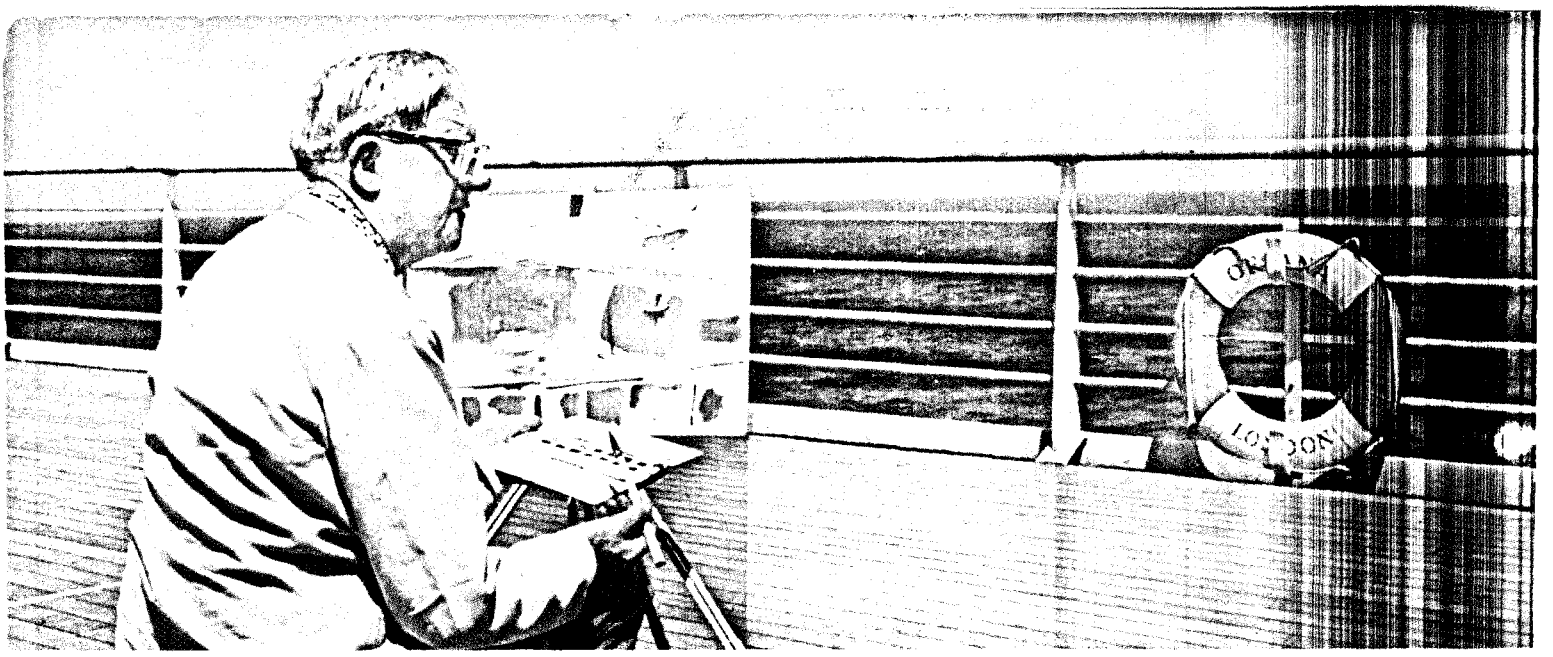

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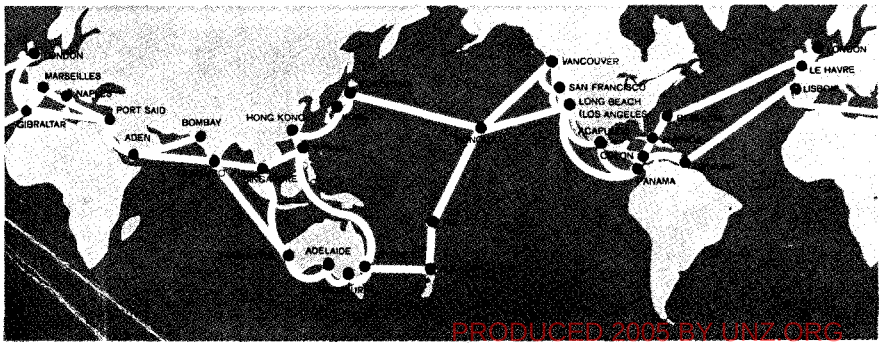

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